

DEVELOPING AND TESTING VALIDITY OF EDUCATIONAL PACKAGE ON PROBLEMS OF PRE-SCHOOLERS OF UTTAR PRADESH

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By

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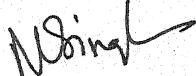
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CERTIFICATE

This is to certify that the thesis entitled "Developing and Testing Validity of Educational Package on Problems of Pre-schoolers of Uttar Pradesh" submitted to the Bundelkhand University, Jhansi for the degree of Doctor of Philosophy is a bonafide research work carried out by Miss Richa Raj Saxena under my guidance and supervision. The assistance and help received during the course of investigation and source of literatures have been duly acknowledged.

Miss Richa Raj Saxena has worked for more than 21 months on the approved subject.


(Meenakshi Singh)

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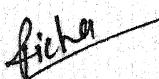
Words are very few to express the real concern. Love, encouragement and inspiration that my tauji late Shri Kunwar Bahadur Saxena and my papaji late Shri Shivraj Bahadur Saxena and Mummyji Smt. Veena Saxena showered on me without which I could not have done anything. My whole family members my brothers Soni Kunwar, Giri Raj, Malay Raj, sister Akanksha Saxena and nieces Litasha and Riya have always boosted up my morale and encouraged me much to carry out the work in adverse condition too.

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Before to pen down, I confess that I don't know how to acknowledge the help and co-operation of my guide, family members, friends but above feelings are followed from the inner court of my heart in the shape of words and as gospel truth.

Date: 6/6 2006

Place: Jhansi


(Richa Raj Saxena)

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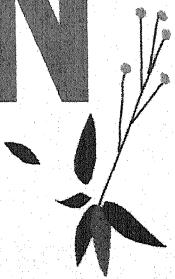
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INTRODUCTION



Chapter-I

INTRODUCTION

"The child is a fragile creation of God who needs to be safeguarded but who also needs to be reformed"

- Puritan doctrine

Educators refer to early childhood as the "pre-school age", the period preceding the entrance into school. It may also be called, "the pregang age", the age of exploration; problem age and a less appealing age. Preschool child also starts to learn to make social adjustments. The period of preschool or early childhood begins after babyhood and continues up to the age of xi. This is a very critical period for the child for his growth and development when specially the child starts showing his independent behaviour and working without other's help.

Preschool years are the years of slow growth and rapid development. As a result when children enter this stage they are not the way will be when early childhood ends and they enter school. During these years children are just beginning to learn how to use their rapidly developing mental abilities. They are first learning how to fit their behaviour to the patterns accepted by school and society. Preschool age covers the most important developmental tasks like learning to talk, learning to control the elimination of body wastes, learning sex differences and sexual modesty, achieving physiological stability, forming simple concepts of social and physical reality, learning to relate oneself emotionally to parents, siblings and other people and learning to distinguish right and wrong and developing a conscience. This shows that preschool is the age when attitudes, habits and patterns of behaviour are established, which will determine to a large extent how successfully the individual will be able to adjust to life, as he grows older. There is much truth in the old Chinese saying, "just as

the twig is bent, the tree is inclined". The development of preschooler is important because of the plasticity of his physical and nervous structures, the human child is capable of learning and can develop more varied types of adjustment.

Numerous studies of adolescents as well as young and old adults have emphasized the importance of childhood as the foundation period for different physical and psychological traits. Childhood foundations play a great part in the way a person later adjusts to life. If the foundations are good they lead to good personal and social adjustments. If they are bad, they leave the person poorly adjusted to the world.

Preschool age is very crucial stage because the child moves from his home and family out into an enlarging life space centred in an education group. The child of three who enters the nursery school has to learn to leave his home and his parents for a few hours and go to a new place, meet new adults and children. He has to lessen the close dependency on his mother in order to live in a new world full of possibilities (Kuppuswamy, 1980).

In learning to adjust to the world as they grow up, children often develop certain kinds of problems that bother and embarrass adults. The most common problems of early childhood can be categorized as eating problem, sleep problem, toilet problem, temper tantrums, nail biting, thumb sucking, speech problem, etc. (Sharma, 1990).

The common types of problems may be placed in five groups that is the behaviour that interferes with efficiency, behaviour that interferes with physical well being, behaviour that interferes with social adjustment, behaviour which attracts unfavourable attention, the behaviour that makes the child feel inferior (Hurlock, 1965).

As the preschool period is foundation period of one's life and if the problems at this stage persists than the child feels inadequate to cope with the

demands of society and makes poor social adjustment. The persistence of the preschoolers' problems hinders the child to make adjustment in formal schooling as well as in later life.

Serious behaviour problems seldom arise abruptly in adolescence or adulthood but trace their origin to maladjustment in the early years (Glueck, 1962). Thus there is a need that early foundations can be modified and changed for the better adjustment of preschool child in formal school. Here the preschool teacher and parents can play important role in modifying and guiding the behaviour of a child.

The preschool teacher is generally the first adult outside the immediate family who plays a major role in the youngsters life and in many instances acts as a parent surrogate and substitute. Teachers are potentially powerful agents of behaviour modification and they have marked impacts on socialization (Mussen, 1983).

"It is true that you don't make much money and you don't get a whole lot of praise but when one small child says, "I love you" you are reminded of how this job pays"

- Dori Rossman

Parents are also responsible for developing appropriate behaviour and habits in the child. Involvement of parents also provides professionals opportunities to help parents with parenting skills and child related problems. When children are enrolled in childcare programmes at an early age, professionals have an ideal opportunity to help parents learn about the use positive discipline approaches to child rearing (Morrison, 1995).

As it is now clear that preschool teacher/field functionaries play an important role in modifying the behaviour of child and in developing good and healthy habits in child, thus there is need that timely information related to preschoolers' problems should be provided to the preschool teachers/field

functionaries so that they are able to solve some of the common problems of preschoolers which they can easily observe when the child is attending the school.

Some problem of preschoolers

Early conduct problems in preschoolers appear to be associated with a range of negative outcomes in elementary school and adolescence, including continued difficult behaviour and accompanying internalizing problems, such as depression, suicidal ideation and anxiety and/or academic problems (Campbell, 1994). These kinds of problems can be pervasive and intractable. If left untreated, the problems may persist to adulthood with serious consequences to the individual and to society. Several studies are now available that attest to the breadth of dysfunction of conduct disordered children or adolescents as they mature to adulthood (Kazdin, 1995, Offord, Boyle, Racine 1988, Shamsie, 1995).

The term "conduct problems" is used as the broad, more general descriptor of two childhood disorders, namely Oppositional Defiant Disorder (ODD) and Conduct Disorder (CD), DSM IV defines ODD as a current pattern of negativistic, defiant, disobedient and hostile behaviour toward authority figures that persists for at least six months. It is characterized by the frequent occurrence of at least four of the following behaviour, losing temper arguing with adults, actively defying or refusing to comply with the requests or rules of adults, deliberately doing things that will annoy other people, blaming others for his or her own mistakes or mis-behaviour, being touchy or easily annoyed by others, being angry and resentful, being spiteful or vindictive.

DWM IV defines the essential features of CD as a : repetitive and persistent pattern of behaviour in which the basic rights of others or major age appropriate societal norms or rules are violated. These behaviour fall into four main groupings :

- deceitfulness or theft
- serious violations of rules
- aggressive conduct that causes or threatens physical harm to people or animals
- non-aggressive conduct that causes property loss or damage.

Children who are non-compliant and aggressive, who become increasingly oppositional and defiant, present great provocation to their parents and the professionals who choose to work with them. Children services workers, from child-care providers to mental health specialists, report working with significant numbers of these children. They all agree that patience, perseverance, effective interventions and love for these children are all necessary to effect change (Morrison & LeBlanc, 1998).

Common emotions of early childhood

Anger

The most common causes of anger in young children are conflicts over playing, the thwarting of wishes, and vigorous attacks from another child. Children express anger through temper tantrums, characterized by crying, screaming, stamping, kicking, jumping up and down, or striking. Common problems include hyperactivity, poor school performance, low self-esteem, aggression, defiance, stubbornness, troubled relationships with brothers and sisters, friends and parents, lack of confidence, fearfulness, sadness, depression, and loneliness. Adoptive parents wonder whether and how much these problems are caused or influenced by adoption or a history of faulty attachment.

Speech Hazards

Because speech is a tool for communication and because communication is essential to social belonging, children who, unlike their age-mates, cannot

communicate with others, will be socially handicapped, and this will lead to feelings of inadequacy and inferiority.

Four common hazards are associated with the communicative ability of young children. First, people cannot expect young children to comprehend what they are saying if they use words children do not understand, if they use pronunciations that are unfamiliar to children, or if they speak too fast. "Children's failure to listen is an even more common cause of failure to comprehend".

Second, when the quality of young children's speech is so poor that what they say is unintelligible their ability to communicate with others is even more jeopardized than if they had not listened to what was being said to them.

Third, bilingualism is a serious handicap to the social development of young children. Children who speak a foreign language in their homes and know only a few words in English cannot communicate with their age-mates in play, nor can they comprehend what their age-mates are trying to communicate to them.

The fourth serious speech hazard in early childhood, and in many respects the most serious one, concerns the content of young children speech. While many people will overlook poor speech, assuming that young children will learn to speak more correctly as they grow older, people are far less likely to be tolerant if the speech of young children is largely egocentric and if the comments they do make about others are critical and derogatory. Because young children derive temporary ego-satisfaction.

Stammering

Stammering or stuttering is one of the most common speech problems in an older child. The child hesitates, repeats, and prolongs a sound and finally gets out the word he wants to utter. Many children hesitate, repeat, and prolong sounds, words or phrases when they first start talking. If no fuss or undue

attention is paid to it they will grow out of this habit by the time they are three or four, or may be a little latter. Sometimes children do it because of anxiety and stress. A severe scolding at home or at school, excessive work, or severe illness, might also lead to faulty speech.

Tamper tantrums

It is always best to try and prevent a temper tantrum. If your child is well fed, has slept well and is occupied playing with other children and with toys, he is not likely to be ill-tempered or defiant. Hunger and fatigue often result in outbursts of temper". Be sure that he is getting enough sleep and having his meals on time.

However, if a tantrum does occur, it may be sparked off by refusal to eat, change clothes or have a bath. Try to get round the child, do not make a scene. Make a game of the chore you want him to do, divert his attention by telling him a story or, if necessary, give into his whims.

Nail biting

Nail biting like thumb sucking, is another method, which an older child uses to get relief from pressure or anxiety. Picking the nose, biting the lips, or twisting a strand of hair are all signs of similar tension. In an adult, chain smoking is a substitute often for nail biting. It is important to understand the tension and do something about it and often developing a positive attitude towards manicuring of the hands has helped.

Thumb sucking

Sucking is a normal phenomenon in early infancy. A hungry child may not only put his thumb but his whole hand into his mouth. Sometimes the child is able to finish his bottle very quickly and since he has nothing else to do he sucks his thumb. Sucking is soothing and comforting. A little thumb-sucking when the child is hungry, disturbed and lonely, or is satisfying his urge for sucking, is a

perfectly acceptable and normal phenomenon in children less than a year old. An older child is often unaware that he is sucking his thumb.

Toilet training

The secret of good toilet training is learning to interpret nature's signals and to cooperate with them. The best time to start training is between nine to ten months, when the child can sit comfortably without support and responds to some words like "bye-bye" and so on. Before this age it is purely the mother's instinct and observation which can determine when the child is going to have a bowel movement.

Bed wetting

Most children, by the age of three to four years, have developed full control of their urination and bowel movements. Many children after the age of four may wet their bed at night, but only once in a while. Some wet their underwear during the day when excited and busy in play, especially in winter. This is quite normal. If the child is wetting his underwear constantly while awake – the urine keeps dribbling – consult the doctor immediately for further investigations and treatment.

Stealing

When a child under three years of age takes something that does not belong to him it is not really stealing. He has not developed any real sense of ownership. Though he has been taught that there are something that he is not to touch, because he will be hurt as for example the hot water or the scissors. But he does not experience anything hurtful when he plucks a flower from someone's garden or takes a toy of another child.

Telling lies

Children are not born honest. They develop honesty by the examples that you set. Remember the times you make a promise and do not keep it or the times you are at home and tell someone to answer on the phone that you are out. It is

important to differentiate between a child who lies chronically and one who does so occasionally. The real problem is not with the lies but the reasons behind such behaviour.

Eating habits

Babies who suck for long periods show signs of tensionless. They engage in more nonnutritive sucking (such as thumb-sucking), have more sleep difficulties, and are more restless than those who sucking periods are shorter. If weaning is delayed, babies are likely to resist new kinds of food and substitute thumb-sucking for the nipple. They will also resist semisolid foods, if such foods are introduced too early – not because of their taste but because of their texture.

According to the Food and Agricultural Organization of the United Nations (FAO) over 225 million Indians remain chronically undernourished and the UNDP reports that over half of all Indian preschoolers suffer from malnutrition. The human cost of past failure is tragically very high.

Inattention : Children who are inattentive have a hard time keeping their mind on any one thing and may get bored with a task after only a few minutes. They may give effortless, automatic attention to activities and things they enjoy. But deliberate, conscious attention to organise and complete a task or learn something new is difficult.

Hyperactivity : Children who are hyperactive always seem to be in motion. They can't sit still. They may dash around or talk incessantly. Hyperactive children squirm in their seat or roam around the room. Or they wiggle their feet, touch everything, or noisily tap their pencil.

Impulsivity : Children who are overly impulsive seem unable to curb their immediate reactions or think before they act.

Elementary School Years

In general, children who have been adopted are well within the normal range academically and emotionally; however, emotional and academic problems may be greater if children were adopted after 9 months of age or if they had multiple placements before being adopted.

Age two to six

The preschool years are filled with activity and nonstop questions. Once children learn to speak, the world becomes theirs for the asking and telling. This is when parents begin to feel pressure to explain adoption to their children.

The more comfortable parents are in trying to answer questions honestly, the more encouraged their children will be to learn. A lack of interest in learning often results from having questions met with too many "I don't knows" or the obvious indifference of parents to their children's curiosity.

Most 3 to 6 year olds do not yet understand the meaning of "being born". Discussing birth and the creation of families with your child can be an enriching and freeing experience for the whole family. At this time, adoptive parents must determine what and when they will tell their children about their adoption. Many adoption workers advise parents to introduce the word "adoption" as early as possible so that it becomes a comfortable part of a child's vocabulary and to tell a child, between the ages of 2 and 4 that she/he is adopted. Before that time, they will hear the words but will not understand the concept.

Suitable media support can play a vital role in guiding the preschool teachers/field functionaries. For effective dissemination of the information field functionaries requires the support of an appropriate media because media has proved to be very helpful in effective implementation of the programmes. Audiovisual media help in the development of new and correct concepts,

overcome languages barrier and individual differences and make learning experiences pleasurable, easy and understandable.

Among all media of mass communication – electronic, traditional, interpersonal, print media are most ancient, most reliable, permanent, most popular and most convenient to use all over the world. All the printed material as newspapers, magazines, periodicals, books etc. are produced and used in large scale.

Written words or publications constitute most effective long lasting tools of communication. It is necessary that any educational package should be written in simple, short sentences, generally illustrative in nature so that the field functionaries can take full benefit of the package. Publications have then own advantage over communication through spoken words since they can be referred to at any time.

Printed word has a lasting power beyond that of the spoken word or visual image. The readers can read print media at their leisure and can help for future reference (Dikle, 1991).

Scientists have been contributing their best in information generation, info0rmaiton dissemination but the success ultimately depends upon effectiveness of media.

Thus, it is necessary that any media package which is used for dissemination of information to the preschool teachers/field functionaries must be standardized to make it scientifically sound in relation to characteristics of objectivity, reliability, validity and practicability. Standardization of any educational package is necessary to make it according to the cultural settings, socio-economic status and language variations of the test group.

Standardization of educational package is also necessary to ensure that each component of content and formal whether text or illustration goes through rigorous exercise of standardization before dissemination.

It is imperative from above enumeration that there is need for standardized educational packages, which should be released from the research institutions for the benefit of field. Keeping this in mind, the study entitled, "Developing and testing validity of educational package on problems of preschoolers of Uttar Pradesh", was taken with the following specific objectives-

1. To identify the common problems of the preschoolers of Uttar Pradesh.
2. To develop the educational package on common problems of preschoolers.
3. To test the reliability and validity of contents and format of the developed educational package.

REVIEW OF LITERATURE



Chapter-II

REVIEW OF LITERATURE

Review of literature is very important for any type of research work. A brief review of available literature is presented in the chapter, which provides a basis for the theoretical framework and interpretation of findings.

Akhileshwari (1990) reported that the print medium has the advantage of credibility, especially among the educated, which other media lack. The printed word is held in high esteem and is trusted. Its impact is also, therefore, greater on people who matter.

Pandey and Trikha (1990) reported that the agricultural universities and the state departments of agriculture have made extensive use of printed literature in communicating the new technologies. They studied the effectiveness of Home Science Extension folders and revealed that most of the respondents (56.71 %) found the folders as most effective.

Yadav (1990) observed that due to the upward trend of literacy and changing tendency there is rise in the demand for printed material.

They concluded that readability of leaflets when tested for relationships with its component that are understandability and effectiveness found to be positively and significantly related with each other.

Verma (1990) concluded that teachers should include health education in their planned criteria helping children appreciate their responsibility for their own health, learning about washing after going to the toilet and before eating is helpful to good health, learning to brush teeth and eat nutritious food can also be planned. Supporting parents and guiding them as they also help teach children

good health habits is part of the responsibility of the center. The dramatic play area offers children an opportunity to play out health worker roles and to be cared for when playing sick.

Perhawaria (1990) prepared a booklet on management of problematic behaviours in children with mental retardation but the technology of management of problematic behaviour is applicable to all children, therefore, the parents are likely to find this guide helpful in managing the behaviour of their children. The guide has been written in simple English language with the hope that the behaviour technology could be easily understood by the parents. The book provided useful suggestions for parents on how to manage problematic behaviour in children for example hitting, crying, smashing things around, abusing others, disobedience etc. it also provides guidelines as to how to increase good behaviour in such children.

Kaul (1991) reported in her hand book that if children do not get a secure and warm environment at home or if they have undergone any stressful experience. They often develop behaviour disorders for ex-unusually aggressive behaviour with drawn or unusually shy behaviour. Undue anxiety, hyper-activity regression i.e. going back to earlier infantile forms of behaviour for ex-bed wetting nail biting etc. An understanding of the child's problems by parents and teachers, a re-assuring attitude to help the child overcome his anxieties and fears will enable the child to get over these behavioural disorders. She also suggested that free and structured conservation associated with the routine related to personal hygiene helps children understand the need to have good personal habits, stories rhymes pumped plays are also effective in carrying the relevant messages to the children.

Kaul (1991) suggested that the teacher should provide opportunities and encouragement to every child to verbalize his experiences while working on any activity teacher should talk a lot with the children during activities. The more they are exposed to language the more they will learn and encourage the quiet child also and try to draw him out gradually through praise, attention and affection and should not cover a child abruptly if he speaks in correctly and speak politely and softly and use correct language always, children tend to initiate teachers easily.

Kaul (1991) prepared the document "Early childhood education programme" specifically to meet the demands of teachers as well as organizers and administrators of ECE programme. It describes a development oriented age specific programme for preschoolers in terms of specific objectives and related activities. The document has been prepared keeping in view the Indian context.

Muralidharan and Asthana (1991) prepared an illustrative manual which is aimed to evolve a home based approach to child development, to develop an awareness in parents of their own strengths and potential as home education and to develop a home based instructional package, in accordance with the immediate environment and culture of the parents and children. This manual can be used as a guide by the crèche/preschool workers.

Dikle *et al.* (1991) stated that the printed world has a lasting power key and that of spoken word or visual image. The readers can read print media at their leisure and can keep for future reference. Newspaper, farm magazines have large audience which enable the materials to reach a large number of people at a time. It is low cost communication media.

Reddy and Suryamani (1991) reported that printed material help to provide information quickly and economically and are therefore useful as teaching aids.

Rosenthal (1991) concluded that an excellent approach to reliability when there are more than two judges for comparison is based on the analysis of variance, as the number of judges increases, we should find it increasingly convenient to employ the analysis of variance approach.

Kumar (1992) opined that printed advertisement is one of the most important mass media for transfer of technology.

Kaul and Bhatnagar (1992) prepared handbook for resource persons/teacher educator in the area of Early Childhood Education (ECE). The handbook covers main units as physical and molar development, language development, cognitive development and socio-emotional development. Considering the realities of the actual field situation. The activities included in the hand book are as far as possible with low cost/no cost material or without materials.

Kaul and Bhatnagar (1992) concluded that early child education is responsible to help child form good habits. There are personal habits like personal hygiene and cleanliness, proper food habits, proper use of toilet washing hand before meal, putting away objects after playing and keeping the environment clean and social habits like good social manner sharing and cooperating with others, respecting others rights and property waiting for ones turn independence and leadership and cooperating with the teachers and other adults.

Kaul and Bhatnagar (1992) concluded that in almost every early child education group (ECE) one is likely to find a child who sits quietly and just will

not participate, a child who is unduly aggressive and makes a nuisance of himself, a child who is hyperactive and cannot concentrate on anything actively. In all cases, it is necessary for the teacher to maintain a close contact with the parents/family members and explore the reasons for the child's behaviour. A quiet child can be given individual attention and encouragement like getting the child to sit next to the teacher and more than anything else patient and preserving effects to let the child to sit next to the teacher and more than anything else patient and preserving effect to let the child take his time to come out. The teacher should channelise the child's energy into positive direction by giving him activities like day hammering toys, colouring with crayons etc. children should be encouraged with praise, clapping on a pot on the back for any desirable behaviour. Teachers/parents should be consistent in their reactions from one situation to another so that children are very clear about what is desirable and what is not. A child never be criticized or humiliated before others and should not be compared with other children. Each child has his/her own strengths which the parents teachers should identify and play up on.

Batra and Grover (1993) stated that the printed literature was read for a variety of reasons which include to gain knowledge for recreation to be equipped with latest information, serves as a good companion, better value for time, to be well versed, to advise other and appealing style of writing.

Knot and Sawant (1993) concluded that farm information was made available through various sources including print media as periodicals, books, pamphlets, booklets folders etc. printed information is equally important to extension agents as an authentic source.

Bharathan and Karippai (1995) studied the constraints in use of farm magazine and concluded that the identified and listed constraints were untimely

reach to the audience, insufficient clarity in printing, inadequate use of illustrations, improper layout and design and incompleteness of the message.

Natraju and Perumal (1995) studied the effectiveness of farm magazines and reported that the majority of the readers perceived the extend of effectiveness of content, cover page and format components.

Bhargava (1995) prepared an illustrative manual of the child-care practices at preschool level for field functionaries. The manual causes all the activities related to cognitive, language, socio-emotional, health and hygiene and provides the useful suggestions to the caretakers at preschool level.

Barrett *et al.* (1995) concluded that the most important thing that caregivers can do to facilitate the language development of preschoolers is to provide a safe supportive, atmosphere where children felt comfortable speaking to others and expressing their feelings. Caregivers should offer many opportunities throughout the day for children to hold conversations, to sing to ask questions to use creative vocabulary and to make up stories.

Barrett *et al.* (1995) concluded that stress brought on by situations like divorce or death in the family and mis-interpretation of them often cause young children to regress temporally in their behaviour like bed wetting, thumb sucking temper tantrums and dinging.

Hurlack (1995) concluded that common errors in speech were baby talk, lisping, stuttering and stammering there are many ways in which parents can help young children improve their speech.

Marrison (1995) concluded that working with and involving parents also provides professionals opportunities to help parents with parenting skills and child related problems. The foundation for children's behaviour is built in the home and some parents unwittingly encourage and promote children's

misbehaviour and antisocial behaviour. In many ways, parents promote antisocial behaviour in their children by using permissive, negative and overly restrictive punishment. In particular when children enrolled in child-care programmes at an early age, professionals have an ideal opportunity to help parents learn about and use positive discipline approaches to child rearing.

Morrison (1995) concluded that a professional must also be consistent. Consistency plays an important role in managing behaviour in both the home and classroom, if children know that what to expect in terms of routine and behaviour they will behave better.

Professionals need to model and demonstrate social and living behaviours as well including using simple courtesies (saying please, thank you, you are welcome etc.) and functioning cooperation, sharing respect for others. Modeling appropriate behaviour and demonstrating for children how to act and do things are the two of the most important and easily accomplished means of helping children learn to guide their behaviour.

Saini *et al.* (1995) developed and standardized the test related to child development. Various methods were used to establish reliability. Content validity and cross validity methods were used. The inventory showed high reliability and validity coefficients.

Fraenkel (1996) concluded that validity refers to the appropriateness, meaningfulness and usefulness of the inferences a researcher makes. Reliability refers to the consistency of scores on answers. He also suggested that content validation should be done for both the content and format of the instrument. Format includes the things as the clarity of printing, size of type, adequacy of worth space (if needed) appropriateness of language, clarity of directions and so.

Ladd and Prafilet (1996) reported that few instruments provide reliable, valid data on for behavioural indicator of risk and competence in young children. They developed a teacher report measure of young children's behaviour with keen at school the Child Behaviour Scale (CBS) and evaluated its reliability and validity. Scores were internally consistent, distinct and relatively stable.

Vasun and Trikha (1996) studied the effectiveness of a leading national farm magazine and concluded that 66.67 per cent of the readers perceived the magazine to be effective and the content components relevancy of the message to the region and the format components (title of the articles, aspects related to pages, letter size and column arrangement) were perceived as satisfactory.

Mishra and Verma (1996) concluded that print media messages should present the information in such a way that it could be pliable educative to the masses. Influence – persuasion effect system, thus needs to be generated through print media.

Sangwon *et al.* (1996) reported that the language development in the preschool years is extremely important language learning is very crucial for a preschooler as it provide the foundation for all later learning. The teacher can contribute by providing opportunities on encouragement to every child to verbalize his experiences by talking a lot with children during activities by trying to draw quiet child out gradually through praise attention and affection by providing opportunities for children to work and play together in small gap so that they can interact.

Books (1996) concluded that children have tantrums for several reasons. Tantrums initially appear when urgent want are not immediately gratified. The best way to avoid tamper tantrums is to acknowledge children's feeling before they become intense to teach children alternative way to express their desires, to

respond positively when children behave in appropriate ways and to make reasonable rules and follow them consistently.

Newman and Newman (1997) concluded that aggression is any behaviour that results in physical or emotional injury to a person or animal or one that leads to property damage or destruction. It can be either verbal or physical slapping, grabbing, pinching, kicking, spotting, biting, threatening, degrading, shaming, gossiping, attacking, reviling, teasing, breaking and demolishing are all examples of aggressive actions.

Shaurie (1997) concluded that the print media is uniquely placed and oriented as a communicator because of its ability to reach specific audiences.

Khan (1998) concluded that majority of the respondents (82.69 %) reported that the information published in newspapers was in exact time, useful and easy to understand. Thus, newspapers are playing a vital role in information dissemination about the new technology.

Brewer (1998) concluded that children learn about good health habits in many ways, observing parents and teachers : listening to stories, and making regular visit to the doctor and dentist. Teachers must also model the importance of washing their hands carefully before either serving or cooking food.

Kumari (1998) standardized the social cognition tool through reliability and validity. The tool revealed high internal consistency reliability. Control validity ratio of the tool was established which revealed that the C.V.R. of the social cognition tool was significant.

Singh (1999) developed test to assess the spatial cognition of children in age group of 6-8 years. The test revealed high reliability. Content validity ratio of the test was established and was found to be fairly high.

Ioschl and Sprung (1999) concluded that teasing and bulling are hurtful children, physically and emotionally they can have serious ramifications for all involved perpetrator, recipient and by standard as the adults responsible for the well being of children, teachers and parents need to take positive action early on to halt aggressive behaviours before they take root; the early childhood classroom is one place to start teachers play a critical role in the positive socialization of children and have an optimum opportunity to influence families during children formative years.

Nigam (1999) reported that stammering in small children is becoming a great concern to parents because they do not know how to prevent it in early years. There is no proper understanding of the problem, its causes and right identification available to common man. Many parents feel that the child will over come this problem himself and so they keep on correcting the child at the time of disfluent speech forgetting that this will make the child conscious about the concern shown to him about his expression.

Sahni (1999) reported that the cause of stealing problem of small children include intense personal dissatisfaction with his lot, a child may steal to treat his friends on show off before them. The child may take things for excitement, rebellious and hostile attitude towards authority, stealing satisfies many needs. He also suggested some tips like if a child steal something which he genuinely desires to have, parents should show him the right ways to get the thing, providing moral support and go along with him to return it to its owner, not treating by punishment, providing warm relationship and affection to the child.

Dabas (2000) standardized the tool through reliability and validity. The findings revealed that content validity ratio of the tool was significant.

Shani (2000) reported that destructive child is the one who breaks everything he can get his hands on. Constantly destroys property, rough with children and adults, behaviour is bad and teacher should give the child permissible outlets for his destructive energy.

Thate (2000) concluded that enuresis refers to the involuntary passage of urine by a child beyond the age at which bladder control should have attained. The children are often 5 to 6 years old before they achieve full control over maturation. Hence a child should be labeled as enuritic if he wets bed beyond the age of 6 years, parents and teachers should have a better understanding of child development and endeavour to improve their training methods. The child will need encouragement and incentives to follow accepted practices. He should have no feeling of guilt and should never be subjected to punishment.

Teach more/love more – Best trends and practices (2001). The Early Childhood Initiative Foundation Promising (2001) parent education programs. The early onset of antisocial and aggressive problems in the very young child accounts for a third to half of referrals. These high rates of behavioural problems in the young child negatively impacts the child and others such as their family, relating, peers and caregivers of preschool children with conduct problems (aggression and non compliance), only about 20 per cent will have received services for their difficult behaviours.

Behaviour and Relationship Archives (2003) children with high self esteem are happier and more successful, low self esteem is common in children who are performing badly at school, have behavioural problems and suffer from depression.

The Dilemma of the Bita (2003) Extremely common and does not by itself predict later emotional or social problems biting is a normal behaviour for toddlers and young preschoolers.

Healthy Kids Information (2003) preschoolers children in day care and after school programmes correcting poor conditions and poor sanitation to prevent rodent and insect problems.

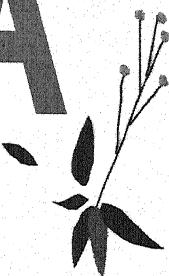
Teach more/love more best trends and practices (2004) mental health professionals suggest that, children, like adults, may exhibit symptoms of stress following a disaster for preschoolers, such symptoms may include thumb sucking, bedwetting, clinging, changes in sleep or eating patterns and isolation from other children.

East Valley Tribune/Daily Arizona news for Chandler Gilbert (2005) Isolation builds up all that anger and fear like all preschoolers who are learning social skills, there are daily conflicts in heepold's.

Mary K. Reinhart, Tribune (June 13, 2004) 'Conscious discipline" if all we do is isolate our kids we read them the rules, they break the rules and we kick them out – how we help them become contributing young adults.

Senn (2004) says we don't. We just isolate them. And that isolation builds up all that isolation builds up all that anger and fear. Like all preschoolers who are learning social skills, there are daily conflicts in leofold's class room they're just handled a bit differently.

PROFILE OF THE STUDY AREA



Chapter-III

PROFILE OF THE STUDY AREA

Prior to discuss the findings of the study on "Developing and testing validity of educational package on problems of preschoolers of Uttar Pradesh", it is essential to sketch briefly the salient features of the study area. The following are the brief features of Uttar Pradesh.

Uttar Pradesh is the north-west part of India. Uttar Pradesh lies between latitude 24^0 - 31^0 N and longitude 77^0 - 84^0 E. Area wise, it is the fourth largest state of India. Uttaranchal, Madhya Pradesh, Jharkhand and Bihar surround Uttar Pradesh. Uttar Pradesh is attached with Nepal Border.

Area

The area of Uttar Pradesh is 2,94,411 km. (census 2004). There are 70 districts in Uttar Pradesh.

Population

With a total population in 2001 of 166 million, U.P. is the fourth largest and most populous Indian state. According to the census of 1991, the state had a population 13.91 crore (which include 7.40 crore male and 6.51 female). The rural areas were inhabited by 11.15 crore and the urban area by 2.76 crore. The density of population 473 (per sq.km.).

Population of preschoolers (0-6 years)

Percentage of preschoolers population 18.35 per cent, male preschoolers percentage 18.54 per cent. Total number of preschoolers 30,472,042. Total male preschoolers 15,903,900 and total female preschoolers 14,568,142. Sex ratio of preschoolers 916.

Birth rate and death rate

Total birth rate in Uttar Pradesh 31.6 per 1000 and death rate 9.7 per 1000.

Anganwadis and Preschool

There are 1210 Anganwadi in Uttar Pradesh and 320 preschools are established in Kanpur district and preschool Jhansi.

Capital

The capital of Uttar Pradesh is Lucknow.

Division of Uttar Pradesh

U.P. can be divided into three distinct hypsographical regions : Himalayan region in north, Gangetic plain in Centre, Vidhya hills and plateau in south.

Districts of Uttar Pradesh

There are 70 districts belongs to Uttar Pradesh these are :

S.No.	Districts	Area in sq.km.	Population	Headquarters
1.	Agra	4,027	27,51,021	Agra
2.	Aligarh	5,019	32,95,982	Aligarh
3.	Etah	4,446	22,44,998	Etah
4.	Firozabad	2,361	15,33,054	Firozabad
5.	Mainpuri	2,760	13,16,746	Mainpuri
6.	Mathura	3,8111	19,31,186	Mathura
7.	Azamgarh	4,234	31,53,885	Azamgarh
8.	Mau	1,713	14,45,782	Mau
9.	Kaushambi	2,015	11,57,402	Kaushambi
10.	Pratapgarh	3,717	22,10,700	Pratapgarh
11.	Allahabad	2,261	49,21,313	Allahabad
12.	Chitrakoot	3,513	5,95,996	Chitrakootdham
13.	Hathras	4,234	22,62,273	Hathras

14.	Ballia	2,981	11,57,402	Ballia
15.	Fatehpur	4,152	18,99,241	Fatehpur
16.	Budaun	5,168	24,48,338	Budaun
17.	Bareilly	4,120	28,34,616	Bareilly
18.	Pilibhit	3,499	12,83,103	Pilibhit
19.	Shahjahanpur	4,575	19,87,395	Shahjahanpur
20.	Faizabad	4,511	28,78,484	Faizabad
21.	Ambedkarnagar	-	-	Akbarpur
22.	Bahraich	8,877	27,63,750	Bahraich
23.	Barabanki	4,402	24,23,136	Barabanki
24.	Gonda	7,352	35,73,076	Gonda
25.	Sultanpur	4,436	25,58,970	Sultanpur
26.	Gorakhpur	3,325	30,66,002	Gorakhpur
27.	Deoria	2,613	21,43,745	Deoria
28.	Kushinagar	2,832	22,98,279	Kushinagar
29.	Maharajganj	2,948	16,76,378	Maharajganj
30.	Banda	7,624	18,62,139	Banda
31.	Hamirpur	4,098	8,98,326	Hamirpur
32.	Jalaun	4,565	12,19,1377	Orai
33.	Lalitpur	5,039	7,52,043	Lalitpur
34.	Mahoba	3,068	14,29,698	Mahoba
35.	Jhansi	5,024	24,18,487	Jhansi
36.	Kanpur (Urban)	1,065	31,38,317	Kanpur
37.	Kanpur (Rural)	5,111	24,40,266	Akbarpur
38.	Farrukhabad	4,274	21,24,655	Fatehgarh
39.	Etawah	4,328	27,62,801	Etawah
40.	Lucknow	2,528	27,47,082	Lucknow
41.	Hardoi	5,986	24,19,234	Hardoi
42.	Lakhimpur Kheri	7,860	23,22,810	Kheri
43.	Rai Bareilly	4,609	28,57,009	Rai Bareilly
44.	Sitapur	5,743	22,00,397	Sitapur
45.	Unnao	4,558	28,49,859	Unnao
46.	Bulandshahar	4,352	34,47,912	Bulandshahar
47.	Meerut	3,911	27,03,933	Meerut

48.	Ghaziabad	2,590	1,46,514	Ghaziabad
49.	Gautam Budh Nagar	1,601	41,21,035	Noida
50.	Moradabad	6,967	24,54,521	Moradabad
51.	Bijnor	4,561	15,02,141	Bijnor
52.	Rampur	2,367	13,29,554	Rampur
53.	Jyhotiba Phule Nagar	2,470	23,09,029	Amroha
54.	Saharanpur	3,689	11,24,488	Saharanpur
55.	Hardwar	2,360	28,42,543	Hardwar
56.	Muzaffarnagar	4,008	37,82,949	Muzaffarnagar
57.	Varanasi	4,036	32,14,636	Varanasi
58.	Jaunpur	4,038	12,74,839	Jaunpur
59.	Chandauli	2,485	24,16,617	Chandauli
60.	Ghazipur	3,377	10,77,633	Ghazipur
61.	Sant Ravidas Nagar	1,056	16,57,139	Bhadoli
62.	Mirzapur	4,522	10,75,041	Mirzapur
63.	Sonbhadra	6,788	13,68,630	Robertganj
64.	Balrampur	3,457	9,23,377	Balrampur
65.	Shravasti	2,186	17,07,685	Shravasti
66.	Siddharth Nagar	3,495	2,00,451	Rudra Prayag
67.	Baghpat	2,439	10,30,399	Baghpat
68.	Kannauj	1,345	11,55,847	Kannauj
69.	Auraiya	2,058	10,00,035	Auraiya
70.	Sant Kabir Nagar	2,054	9,73,385	Khalibad

Languages

The languages of the different regions are distinct, and the language of the western parts, called (Khadiboli) is the basis for the official Hindi language, created during the late 19th century. The most commonly spoken language in urban areas is Urdu/Hindi. Regardless of the script used, the language of Lucknow is called Lucknowie Urdu. It is a pure form of literary Urdu used by most Urdu poets. Urdu is one of the two official languages of the state. Other languages are Koshali, Braj (which is more than two thousand years old), Koeli,

Bagheli, Bundeli and Bhojpuri. The Bhojpuri ethnic homeland is divided between Nepal in the north, Bihar state in the east and Uttar Pradesh.

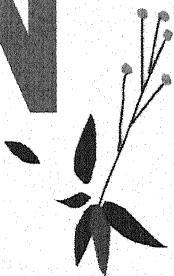
Literacy rate of Uttar Pradesh

Percentage of literate people in Uttar Pradesh is 41.60 per cent where male percentage is 55.60 and female percentage is 25.31.

Universities and Colleges

There are 26 Universities in Uttar Pradesh in which 3 are agriculture universities and 509 degree colleges are in Uttar Pradesh.

METHODOLOGY AND RESULTS DISCUSSION



SECTION - 1

IDENTIFICATION OF COMMON PROBLEMS OF PRE-SCHOOLERS

Chapter-IV

METHODOLOGY AND RESULTS AND DISCUSSION

The methodology of the research study has been presented with results and discussion. The methodological procedure of each objective is very specific to the objective. Thus, it was felt rationalable to present the methodology. Results and discussion under three sections constituting the three objectives.

IDENTIFICATION OF PRE-SCHOOLERS' COMMON PROBLEMS

Preschool is the period when the child comes form his home environment and explores the outside world while attending Day care centre, Nursery school or Anganwadi. Preschool age is considered a problematic age by parents and preschool teachers who face many problems whether they are in relation to food habits, health social and behavioural aspects of child. There is a need to provide knowledge of common problems of preschool children to the caretakers especially the preschool teachers. Preschool age comes in contact with outer world for the first time. The preschool teacher can help the child to overcome these problems to quite an extent. There are many common problems of the preschoolers but only those problems which can be observed in the school and which can be handled by the teachers.

Thus, it was considered imperative to identify common preschoolers' problems, their description and probable solutions.

Methodological procedure

The identification of common problems of preschoolers was done under following methodological procedures :

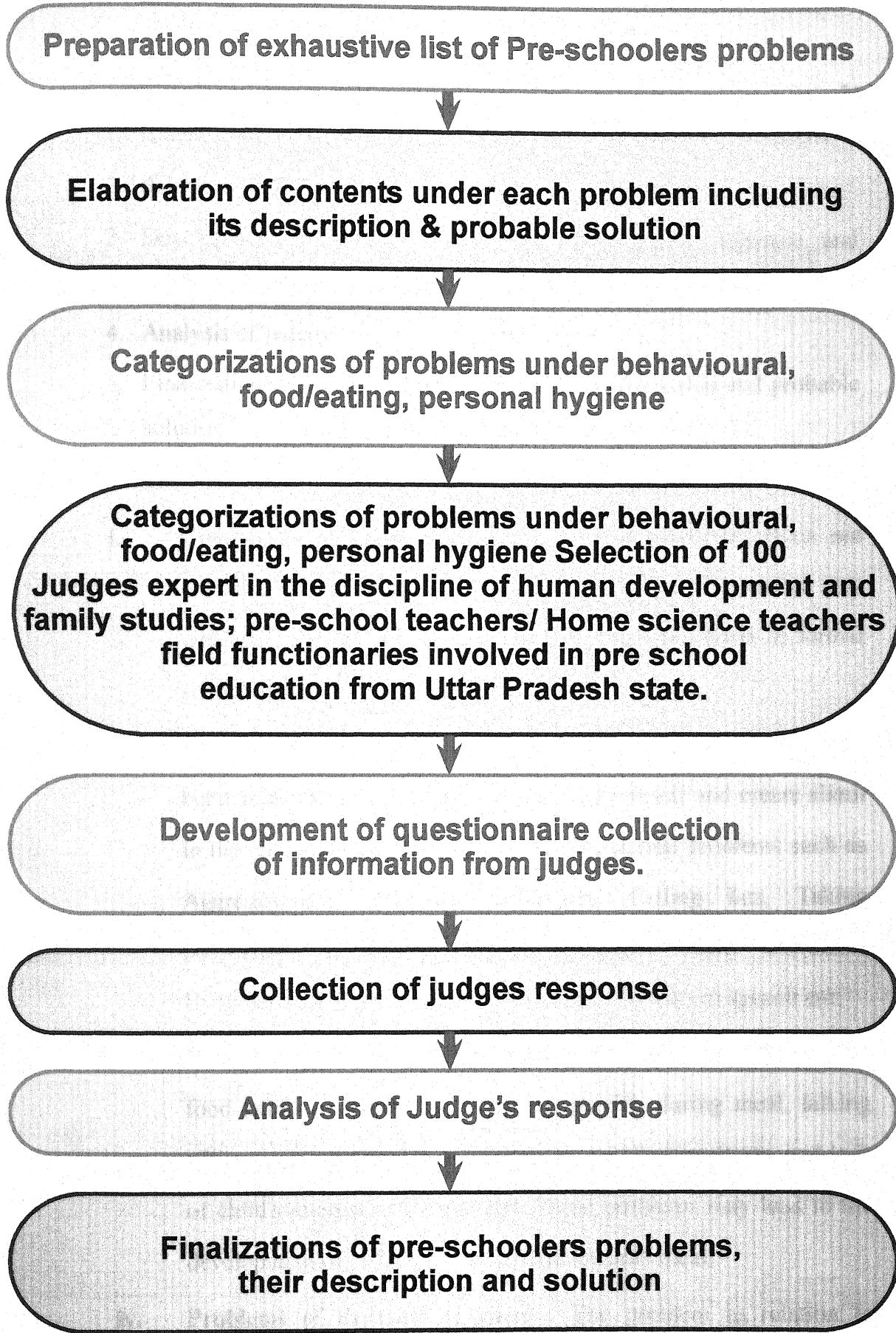


Fig. 1: Module for Identification of Common Pre-schoolers Problem

1. Exhaustive list of problems, their description and probable solutions.
2. Selection of judges.
3. Development of mailed questionnaire for judges' response and collection of judge's response.
4. Analysis of judges' response
5. Finalization of preschoolers' problems, their description and probable solution.

Operational Definition

- i. **Common preschoolers' problems** : Those problems which not only interfere with adjustments in childhood but also tend to stay with children and lead to serious adjustment problems in formal schooling as well as in later life.
- ii. **Behavioural problems** : Excessiveness of any undesirable behaviour that create distress to the child himself and create alarm in the parent and teachers are called behavioural problems such as Aggressiveness, Repetitive behaviour, Telling lies, Taking possessions of other children, Isolation, Toilet accidents, Hyperactivity, Reluctance in speaking and Defects in speech etc.
- iii. **Food/eating problems** : The problem in relation to inappropriate food habits as sloppiness in eating, playing during meal, talking while meal, not washing hands before and after meals etc. and lack of child's interest in eating food. These problems may lead to the development of unfavourable attitude towards meal.
- iv. **Problems of Personal Hygiene** : The problem in relation to inappropriate habits of a child regarding personal hygiene like not appearing clean, dirty clothes, foul smell in breath, lice problem,

long and dirty nails etc. which can affect the personality of the child.

i. Exhaustive list of problems, their description and problem solution

- (i) An exhaustive list of problems faced by preschoolers was prepared by consulting Human Development and Family Studies experts, preschool teachers and review of literature.
- (ii) The contents under each item of problems were elaborated. Content included details of problems, description of the problem, and probable solutions of the problem.
- (iii) The items along with their contents were categorized under behavioural food/eating and personal hygiene.

Selection of judges

- (i) A list of judges was prepared consisting of faculty of Department of Human Development. College of Home Science, C.S. Azad University of Agriculture and Technology, Kanpur, Faizabad Agriculture University, Agra, Jhansi and Lucknow from other colleges who were graduate/Post graduates in Home Science which totaled to 50, preschool teachers 50 home science teacher and 50 ICDS supervisors in addition to have judges response of those who were actively involved and field functionaries and 50 preschool teachers were included in the list. Thus in all 150 judges formed the sample of judges.
- (ii) Out of the above list, only 65 questionnaires were received, 30 from faculty members and from field functionaries, preschool teachers and 20 from home science teachers.

UTTAR PRADESH

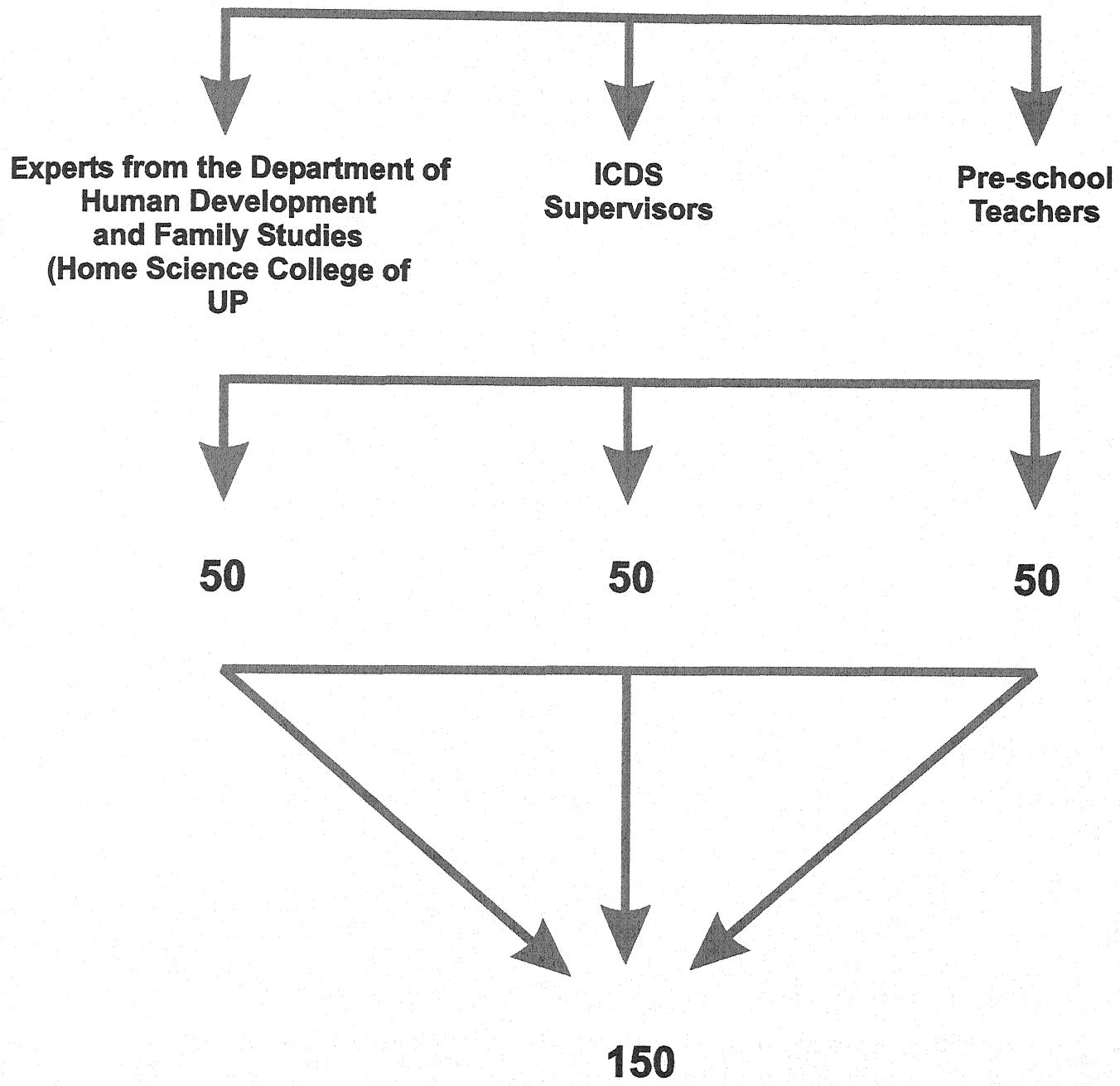


Fig. 2 : Selection of Judges

(3) Development of mailed questionnaire on judges' response and collection of judges' response

(i) To collect the information from judges questionnaire was developed including the information about common problems of preschoolers, their description and probable solutions. Only those problems, which the preschool teachers can be observed by the preschool teachers, or field functionaries are very crucial for the adjustment of the child in formal schooling were selected. The judges were asked to give their judgment in respective column i.e. most relevant, relevant, not relevant in all the three aspects that is problem, its description and probable solutions. The responses were scored as :

Most relevant	3
Relevant	2
Not relevant	1

(ii) The information from judges was collected personally as well as through mailed questionnaire.

(4) Analysis of judges' response

- (i) On the basis of judges' response, selection of items along with content, which were most relevant and crucial for preschool adjustment stage were selected with the help of statistical analysis.
- (ii) The judgment of judges was computed by aggregating the weighted scores. The selection of problems, its description and probable solutions was based on judges' consensus and coefficient of variation.

- (iii) Judges consensus was judged on the basis of judges agreement as most relevant response. Only those problems, their description and solutions were retained where judges' agreement was at least 70 per cent and rest of items were deleted. Seventy per cent consensus of judges agreement was retained as certain problems needed to be retained which were reported in the literature and experts in personal discussion as most crucial and possible to solve at preschool teachers level.
- (iv) In order to have judges consistency in judgment, statistically coefficient of variation was computed wherever the coefficient of variation is less than 25 per cent the problems, their description and probable solutions were retained and rest were deleted. The higher coefficient variation i.e. 25 per cent was kept in view of retaining most crucial problems and possibility of handling by teachers.

(5) Finalization of problems, their description and probable solutions

On the basis of coefficient of variation and judges consensus, the items regarding the problems, their description and probable solutions were retained and deleted and final list was prepared for inclusion in the educational package.

Results and Discussion

The results and discussion have been presented under the following aspects of problems :

- (A) Behavioural problem
- (B) Food/Eating problem
- (C) Personal hygiene

(A) Behavioural problem

(1) Behavioural problems (Aggressive/Rebellious/Destructive behaviour and tantrum)

Table 4.1 shows the behavioural problems (Aggressive/Rebellious/Destructive behaviour and tantrum) got the 72.00 per cent consensus by the judge and 9.21 per cent coefficient of variation (C.V.) regarding description of the problem, the item from 1.1 to 1.5 (pushes and pinching other children, pulling hair and other body parts, damaging possessions spitting on others) got the consensus ranged between 68.00 to 84.00 per cent and coefficient variation ranged from 17.17 to 20.00 per cent.

Table 4.1 Distribution of judges' response on relevance of behavioural problems with description and probable solutions (Aggressive/Rebellious/Destructive behaviour and temper tantrums)

Behavioural problem	Weight score	C.V. (%)	Judge consensus	(n = 30)
Problem – Aggressive/Rebellious/Destructive behaviour	2.6	19.21	72	
1. Description of the problem				
1.1 Pushes and pinches other children	2.5	20.11	71	
1.2 Pull hair/ear/body parts of other children	2.4	19.02	70	
1.3 Damages possessions	2.3	20.00	68	
1.4 Spitting on others	2.6	17.17	71	
1.5 Kicking legs while railing on floor	2.4	18.11	70	
2. Probable solutions of the problem				
2.1 Divert child is attention to other i.e. games	2.7	17.21	73	
2.2 Separate the child from other children for sometime	2.3	20.00	68	
2.3 Punish the child by withdrawing facilities i.e. not allowing to play for sometime	2.5	19.92	74	
2.4 Be consistent in dealing with the child (approval and disapproval of behaviour)	2.8	21.98	84	

Table 4.1 shows that probable selected solutions that is from 2.1 to 2.4 (diversion of attention in some creative activity, separating the child from other children, punish the child by withdrawing some facilities and consistency in dealing) got the judges consensus varying from 68 to 84 per cent and cv. of variation varying from 17 to 21 per cent. Thus, the specified problem, its description and probable solutions were retained

(2) Repetitive behaviour

The results in Table 4.2 show that behavioural problem (Repetitive behaviour) got 70 per cent consensus by the judge and 21.41 per cent C.V. of variation. Thus, the problem is retained in the package. Regarding description of the problem got the judges consensus ranged between 70 to 80 per cent and C.V. ranged from 18.62 to 22.19 per cent. The problem from 2.1 to 2.7 got the judge consensus varying form 70.00 to 78.00 per cent and C.V. 18.61 to 21.32 per cent.

The selected probable solutions from 2.1 to 2.7 (make the child understand with love, not pointing the child in front of others, diversion of attention in some hand activities, fulfilling basic needs, providing emotional support regular check of repetitive habits at home and providing emotional support, regular check of repetitive habits at home and providing emotional support by parents) got the judges consensus varying from 70.00 to 78.00 per cent and co-efficient of variation varying from 18.61 to 21.32 per cent. Thus to prevent the repetitive behaviour in preschoolers, these solutions were retained in the package.

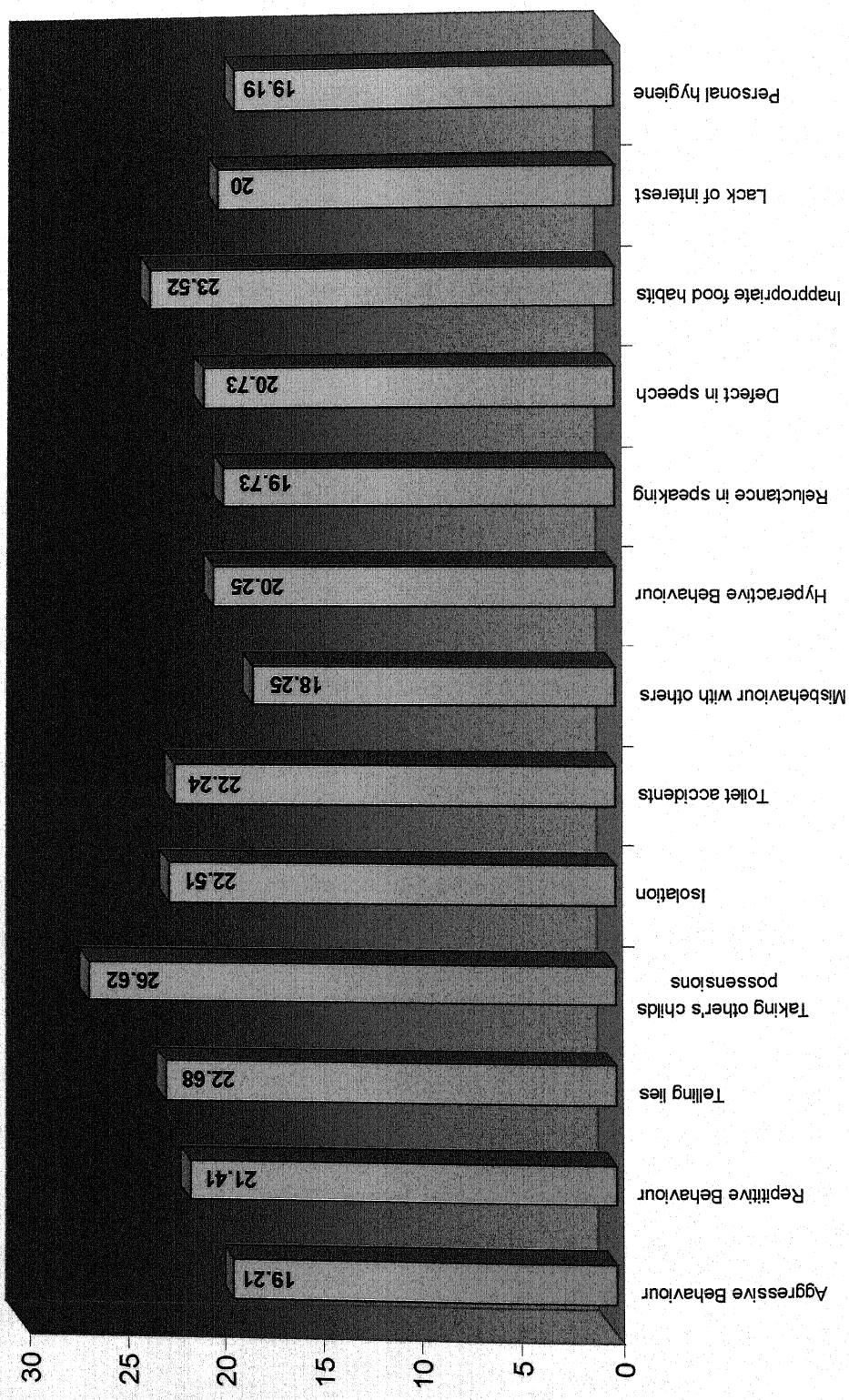


Table 4.2 Distribution of judges' response on relevance of behavioural problems with description and probable solutions (Repetitive behaviour)

(n = 30)

Behavioural problem	Weight score	C.V. (%)	Judge consensus
Problem – Repetitive behaviour	2.6	21.41	70
1. Description of the problem			
1.1 Frequent sucking of thumb	2.7	22.19	80
1.2 Frequent biting of nails	2.6	21.02	78
1.3 Frequent habit of picking nose	2.4	18.62	70
2. Probable solutions of the problem			
2.1 Make the child understand with love and affection	2.5	20.13	72
2.2 Do not make the child feel ashamed in front of others	2.4	21.32	74
2.3 Divert child's attention to activities which involve use of hand	2.6	19.88	71
2.4 Attend to child's basic needs i.e. he/she may feel hungry	2.4	18.61	70
2.5 Provide emotional support to the child i.e. love and affection	2.6	19.88	71
2.6 Motivate parents to keep regular check on repetitive habits at home	2.5	19.71	72
2.7 Communicate to parents to provide emotional support at home	2.8	20.03	78

(3) Telling lies

The results given in Table 4.3 show that the problem of telling lies in preschoolers got the 74 per cent judges consensus and 22.68 per cent C.V. problem 1.1 to 1.2 judge consensus is between 70.00 to 72.00 per cent and C.V. is 20.12 to 21.11 per cent. The probable solution of problem from 2.1 to 2.6 got judge consensus ranged form 70.00 to 76.00 per cent and C.V. ranged from 19.19 to 27.00 per cent thus, the problem of telling lies were retained in packages.

Table 4.3 Distribution of judges' response on relevance of behavioural problems with description and probable solutions (Telling lies)

(n = 30)

Behavioural problem	Weight score	C.V. (%)	Judge consensus
Problem – Telling lies	2.7	22.68	74
1. Description of the problem			
1.1 Child refers to tell lies to parents and teacher due to fear of punishment	2.6	21.11	72
1.2 Child tells lies by imagining certain things	2.5	20.12	70
2. Probable solutions of the problem			
2.1 Make the child understand with love and affection	2.7	19.19	73
2.2 Give attention in what the child does and provide with opportunities for enriching imagination	2.6	21.11	72
2.3 Help the child discover the difference between fact and fantasy	2.4	20.32	71
2.4 Tell the truth to the child	2.4	23.14	70
2.5 Motivate parents to teach moral values to the child	2.7	27.00	76
2.6 Teach moral values to child at school motivate child to adopt the moral values	2.6	21.11	72

(4) Taking other child's possessions

The results given in Table 4.4 show that the behavioural problem taking other child possessions got the judges 78 per cent and C.V. 26.82 per cent. Thus, this problem is retained. The description of the problem for 1.1 to 1.4 got judges consensus ranged between 70.00 to 78.00 per cent and C.V. between 22.12 to 28.32 per cent. Table 4.4 shows that the probable solution from 2.1 to 2.7 got judges consensus ranged between 72.00 to 82.00 per cent and C.V. between 21.12 to 25.52 per cent. Thus, these solutions were retained in the package.

Table 4.4 Distribution of judges' response on relevance of behavioural problems with description and probable solutions (taking other child's possessions)

(n = 30)

Behavioural problem	Weight score	C.V. (%)	Judge consensus
Problem – Taking other child's possessions	2.7	26.62	78
1. Description of the problem			
1.1 Child is in the habit of stealing things of other children out of ignorance	2.6	28.32	78
1.2 Child picks up the things and hides it	2.5	24.21	75
1.3 Child picks up the things which he does not have	2.4	22.12	73
1.4 Child steals knowingly	2.3	22.12	70
2. Probable solutions of the problem			
2.1 Do not make child feel ashamed	2.7	25.15	76
2.2 Make the child understand with love and affection	2.6	25.11	76
2.3 Provide a good model of behaviour	2.5	24.32	75
2.4 Divert attention in some creative activities	2.6	25.11	76
2.5 Be kind understanding to the child	2.8	25.52	82
2.6 Discuss with parents to fulfill genuine needs and requirement of the child	2.3	21.12	72
2.7 Communicate to parents to ensure that the child returns the things immediately to the owner even on the first attempt	2.4	22.12	73

(5) Isolation

The results presented in Table 4.5 show the behavioural problem (Isolation) got the judges consensus 78 per cent and C.V. 22.51 per cent. The description of problem that isolate child has no friends and he withdraws or rejected group got the judges consensus 74.00 per cent and C.V. 18.32 per cent. The solution from 2.1 to 2.5 got judges consensus range from 72.00 to 78.00 per cent and C.V. 18.32 to 24.00 per cent. Thus, the problem is descriptive and probable solutions were retained.

Table 4.5 Distribution of judges' response on relevance of behavioural problems with description and probable solutions (Isolation)

(n = 30)

Behavioural problem	Weight score	C.V. (%)	Judge consensus
Problem – Isolation	2.7	22.51	78
1. Description of the problem			
1.1 Isolate child has no friend whether he/she draws from the group or rejected by the group	2.6	18.32	74
2. Probable solutions of the problem			
2.1 Recognize the positive abilities of the child encourage the same in presence of other children for developing the confidence	2.5	20.01	74
2.2 Motivate the child to volunteer in various activities for confidence development	2.4	18.32	72
2.3 Have more group activities in the class to encourage the child to play	2.5	20.00	75
2.4 Motivate the parents to participate in games, activities with the child	2.6	24.00	78
2.5 Provide emotional support to child	2.4	18.32	72

(6) Toilet accident

The results presented in Table 4.6 show that the behavioural problem got the judges consensus 79.00 per cent and C.V. 22.24 per cent. The description of the problem got the consensus 74.00 per cent and C.V. 25.02 per cent. The probable solution 2.1 to 2.4 got the judge's consensus-ranged form 72.00 to 76.00 per cent and C.V. ranged from 22.12 to 24.24 per cent. Thus, the problem is selected its description probable solution.

Table 4.6 Distribution of judges' response on relevance of behavioural problems with description and probable solutions (Toilet problem)

(n = 30)

Behavioural problem	Weight score	C.V. (%)	Judge consensus
Problem - Toilet problem	2.7	22.24	79
1. Description of the problem			
1.1 Child wets clothes during the day does not have proper bowel control	2.5	25.02	74
2. Probable solutions of the problem			
2.1 Make the child understand with love and affection	2.4	23.71	75
2.2 Keep a regular check on such child and enquire frequently for toilet need	2.5	24.24	76
2.3 Encourage child to be independent in toilet habits	2.4	22.12	72
2.4 Motivate the parents about the child's toilet habit in order to maintain child's home and school routine.	2.5	24.24	76

(7) Misbehaviour with others

The results presented in Table 4.7 show that the behavioural problem got the judges consensus 85 per cent and C.V. 18.25 per cent. The description of the problem from 1.1 to 1.5 got the judges consensus ranged from 74 to 79 per cent and C.V. 21.11 to 25.33 per cent. The probable solution from 2.1 to 2.5 got the judge's consensus 74.00 to 80.00 per cent and C.V. from 22.56 to 26.00 per cent.

Thus, the selected problems were retained in package.

Table 4.7 Distribution of judges' response on relevance of behavioural problems with description and probable solutions (Misbehaviour with others)

Behavioural problem	Weight score	C.V. (%)	Judge consensus	(n = 30)
Problem -- Misbehaviour with others	2.6	18.25	85	
1. Description of the problem				
1.1 Pulls objects from others	2.4	22.01	74	
1.2 Does not allow others to carry on their own activity	2.5	21.11	76	
1.3 Make loud noises when others are working	2.7	25.33	79	
1.4 Take other possessions without permission	2.6	23.12	77	
1.5 Uses abusive language	2.5	21.11	76	
2. Probable solutions of the problem				
2.1 Discourage the child to indulge in misbehaviour activities immediately after observing such behaviour	2.6	26.00	80	
2.2 Make the child understand with love and affection	2.5	23.32	76	
2.3 Be firm and consistent in dealing with the child	2.4	22.56	74	
2.4 Provide a good model to a child	2.5	23.11	76	
2.5 Give punishment in form of withdrawal of love affection and facilities	2.6	26.00	80	

(8) Hyperactive behaviour

The results given in Table 4.8 show that the problem hyperactive behaviour judge consensus 83.00 per cent and C.V. 20.25 per cent. The description of the problem from 1.1 to 1.3 got the judge's consensus 76.00 per cent and C.V. 25.10 per cent. The selected probable solution of the problem 2.1 and 2.2 got the judges consensus 77.00 per cent and c.v. 18.00 to 24.77 per cent respectively. Thus, the problem its description the probable solution over selected educational package.

Table 4.8 Distribution of judges' response on relevance of behavioural problems with description and probable solutions (Hyperactive behaviour)

Behavioural problem	Weight score	C.V. (%)	Judge consensus	(n = 30)
Problem – Hyperactive behaviour	2.8	20.25	83	
1. Description of the problem				
1.1 Child does not pay attention to the task at hand	2.7	25.10	76	
1.2 Child does not continue with the task at hand for required	2.7	25.10	76	
1.3 Child does not sit at one place for required time	2.7	25.10	76	
2. Probable solutions of the problem				
2.1 Channelize the activities	2.6	18.00	77	
2.2 Increase span of time in one activity	2.6	24.77	77	

(9) Reluctance in speaking

The results given in Table 4.9 show that the behavioural problem got the 74.00 per cent judges consensus and 19.73 per cent C.V. The item in description of the problem got the 74.00 per cent judges consensus and 23.00 per cent C.V. The probable solution from 2.1 to 2.5 got judges consensus ranged from 74.00 to 79.00 per cent and C.V. ranged from 18.22 to 27.00 per cent. Thus, the problem its description were retained in the package.

Table 4.9 Distribution of judges' response on relevance of behavioural problems with description and probable solutions (Reluctance in speaking)

Behavioural problem	Weight score	C.V. (%)	Judge consensus	(n = 30)
Problem – Reluctance in speaking	2.7	19.73	74	
1. Description of the problem				
1.1 Child talks less at school with parents and teachers	2.6	23.00	74	
2. Probable solutions of the problem				
2.1 Give him full affection and emotional support at school	2.7	27.00	79	
2.2 Praise the child for verbal activities	2.5	18.22	74	
2.3 Involve the child more in verbal activities like poem etc.	2.6	21.12	77	
2.4 Motivating parents to participate with child in more verbal activities	2.7	27.00	79	

(10) Defect in speech

The results given in Table 4.10 show that the behavioural problem shows that the 77.00 per cent judges consensus and C.V. 20.73 per cent. The description of the problem got 78.00 per cent judges consensus 21.92 C.V. The item in the probable solutions from 2.1 to 2.6 got judges consensus ranged from 72.00 to 78.00 per cent and C.V. range from 24.14 to 26.26 per cent. Thus, the problem, its description and the probable solution were retained.

Table 4.10 Distribution of judges' response on relevance of behavioural problems with description and probable solutions (Defects in speech)

(n = 30)

Behavioural problem	Weight score	C.V. (%)	Judge consensus
Problem – Defect in speech	2.6	20.73	77
1. Description of the problem			
1.1 Child shows some degree of repetition and hesitation in speech	2.7	21.92	78
1.2 Child stutters while speaking	2.5	20.11	76
2. Probable solutions of the problem			
2.1 Do not refer the child as stammer at the time of stammering	2.3	26.26	73
2.2 Do not allow other children to make fun of child's speech	2.3	25.82	72
2.3 Do not force such a child to speak or any verbal activity in presence of class	2.4	25.24	75
2.4 Provide emotional support to the child and talk slowly without any threat	2.4	24.14	74
2.5 Search for disturbing experiences of the child for stuttering	2.7	26.00	77
2.6 In severe cases ask the parents to consult the speech therapist	2.7	26.00	77

B. Food/Eating problem

(1) Inappropriate food habits

The results of Table 4.11 show that the problem of inappropriate food habits got the judges consensus 74.00 per cent and C.V. 23.52 per cent. The item in description of the from 1.1 to 1.7 got the judges consensus ranged from 70.00 to 77.00 per cent and C.V. ranged from 19.12 to 23.22 per cent. The selected probable solution from 2.1 to 2.6 got judges consensus ranged from 76.00 to 79.00 per cent and C.V. from 18.12 to 24.00 per cent. Thus, the problem its description and probable solution were retained.

Table 4.11 Distribution of judges' response on relevance of food/eating problems with description and probable solutions (inappropriate food habits)

(n = 30)

Food/Eating problem	Weight score	C.V. (%)	Judge consensus
Problem – Inappropriate food habits	2.7	23.52	74
1. Description of the problem			
1.1 Sloppiness in the eating	2.3	22.76	72
1.2 Does not hold the utensil properly	2.2	19.12	70
1.3 Licks fingers after eating	2.3	23.76	73
1.4 Plays during meal	2.8	23.22	77
1.5 Talks while mouth is full of food	2.4	23.11	74
1.6 Grabs the food instead of requesting/asking for food	2.3	22.12	73
1.7 Eats food with dirty hands	2.4	18.18	75
2. Probable solutions of the problem			
2.1 Be a good model	2.5	18.12	76
2.2 Provide enough time to the child for meals	2.8	23.88	78
2.3 Sit with the child before the child finishes meal	2.8	23.88	78
2.4 Encourage the child for appropriate food habits	2.8	23.22	77
2.5 Encourage the child to have habit of washing the hands before and after the meal	2.8	23.91	78
2.6 Motivate parents to develop good food habits in child	2.8	24.00	79

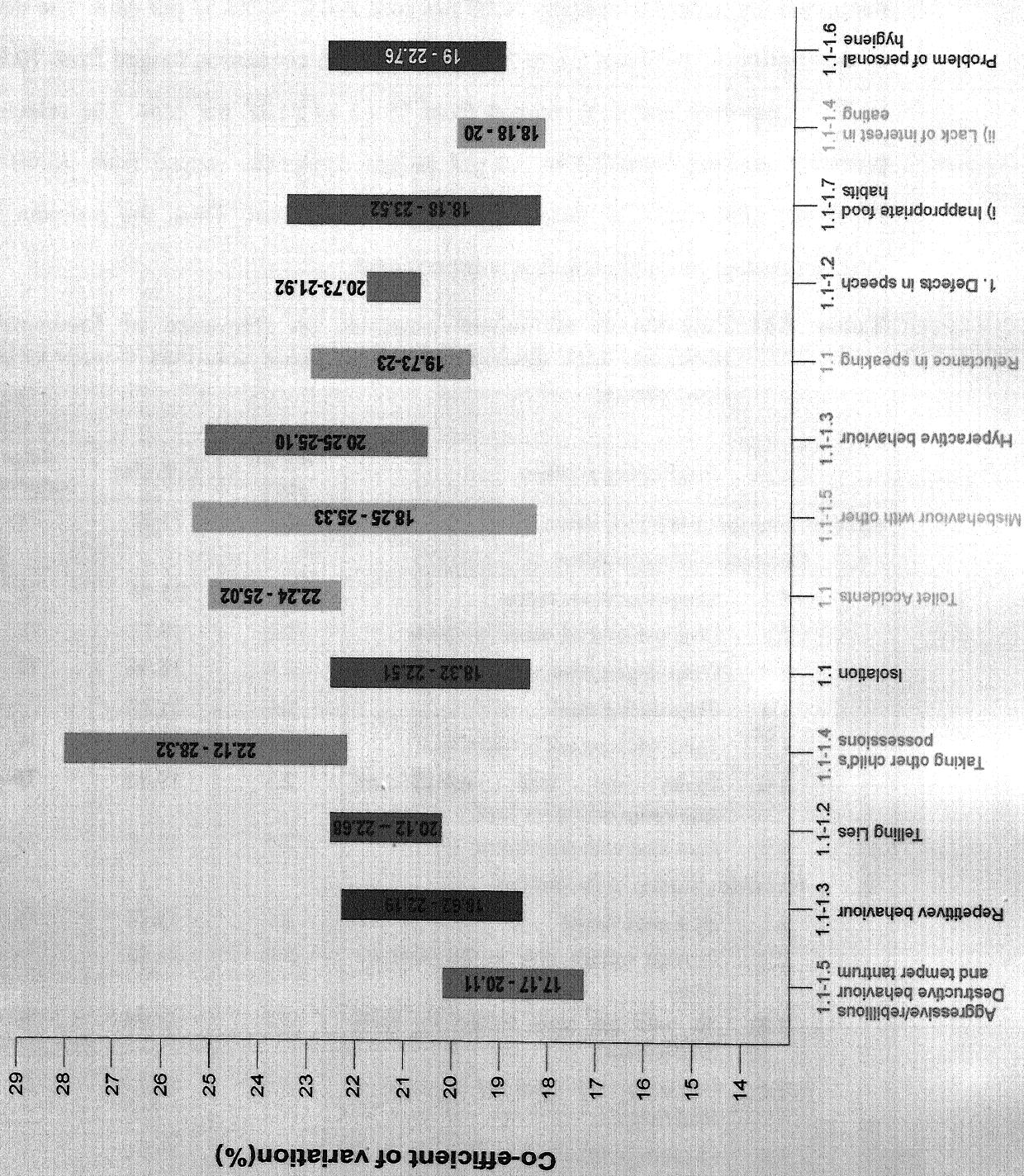


Fig. 5 : Identification of descriptions of the common problems of Pre-schoolers

(2) Lack of interest in eating

The results given in Table 4.12 show the problem of lack of interest in eating got the judges consensus 77.00 per cent and C.V. 20.00 per cent. The selected item in the description of the problem from 1.1 to 1.4 got the judges consensus ranged from 75.00 to 76.00 per cent C.V. ranged from 18.18 to 19.11 per cent. The selected probable solution for 2.1 to 2.4 got the judges consensus range from 75.00 to 77.00 per cent and C.V. from 18.22 to 20.00 per cent.

Table 4.12 Distribution of judges' response on relevance of food/eating problems with description and probable solutions (Lack of interest in eating)

Food/Eating problem	Weight score	C.V. (%)	Judge consensus	(n = 30)
Problem – Lack of interest in eating	2.7	20.00	77	
1. Description of the problem				
1.1 Child does not eat food himself/herself	2.5	19.11	76	
1.2 Child gets distracted while eating	2.6	18.18	75	
1.3 Child throws out food while eating	2.5	19.11	76	
1.4 Child does not want to eat food on any pretext	2.5	19.11	76	
2. Probable solutions of the problem				
2.1 Let the child eat independently even if he/she spills the food	2.6	18.22	76	
2.2 Reward the child when he/she finishes the meal independently	2.5	19.18	75	
2.3 Motivate the parents to encourage the child for independent eating habits	2.6	18.76	76	
2.4 Do not force the child to eat	2.7	20.00	77	

(C) Problem of personal hygiene

(1) Inappropriate personal hygiene

The results of Table 4.13 show that the problem of inappropriate personal hygiene, judges consensus 75.00 per cent and C.V. 19.19 per cent. The item from 1.1 to 1.6 per cent in the description of the problem got which ranged from 73.00 to 75.00 per cent and C.V. ranged from 19.00 to 21.87. The selected probable solution from 2.1 to 2.5 got judges consensus ranged form 73.00 to 77.00 per cent and C.V. ranged from 18.11 to 21.87 per cent. Thus, the problem its description have been retained in the package.

Table 4.13 Distribution of judges' response on relevance of problem of personal hygiene with description and probable solution

Problem of personal hygiene	Weight score	C.V. (%)	Judge consensus	(n = 30)
Problem – Inappropriate personal hygiene	2.7	19.19	75	
1. Description of the problem				
1.1 Does not appear clean	2.7	19.00	75	
1.2 Clothes are dirty	2.6	20.11	75	
1.3 Foul smell in breathe	2.7	19.00	75	
1.4 Teeth are not clean	2.6	21.87	73	
1.5 Long and dirty nails	2.6	22.76	73	
1.6 Dirty hairs with lice	2.7	19.00	75	
2. Probable solutions of the problem				
2.1 Daily personal hygiene check of children	2.7	19.00	75	
2.2 Make child understand with love and affection	2.8	18.11	77	
2.3 Keep a monthly competition of personal hygiene	2.6	21.87	73	
2.4 Make the children understand about importance of cleanliness with different activity	2.7	19.00	75	
2.5 Communicate with parents about appropriate personal hygiene of child	2.7	19.00	75	

Conclusion

On the basis of analysis as presented from Table 4.1 to Table 4.10 for identification of behavioural problem their description and probable solution it may be concluded that reluctance in speaking, defect in speech, where judge's consensus ranged from 72.00 to 84.00 per cent C.V. 16.00 to 26.00 per cent has been selected. The description of the problem pushing and picking, pulling hair, body part of other children, spitting on others, frequent sucking of thumb, frequent biting of nails child prefer to tell lies to parents and teacher due to fear of punishment, stealing thing out of ignorance, picking the thing isolate child has no friend for isolation, wetting of clothes during the day, pulling objects from others, making loud noises and using abusive language for misbehaviour with other not paying attention to the task not sitting at one place for a require time where the judges consensus ranged from 70 to 80 per cent and C.V. ranged from 16.00 to 22.00 per cent.

The problems which have been identified under behavioural problem and which were possible for the teacher to handle at own level may also be discuss with the concerned parent to help the child in such problem. The findings regarding identification of problem, their description and probable solution find support in the research and literature by Lippman (1951) and Sullivan (1953); Verma (1980), Bhargava and Aurora (1981); Halverson (1987); Abrol (1989); Hildebrand (1990); Barett *et al.* (1995); Hurlock (1995), Morrison (1995); Sahni (1999); Kaul and Bhatnagar (1992).

The problem of food/eating habit though looks very simple is such a problem if not corrected timely it may go a long way. The inappropriate food habit many time are socializing a major problem of a result at a hungry child gets very veritable and get more involved in behavioural problem whereas the

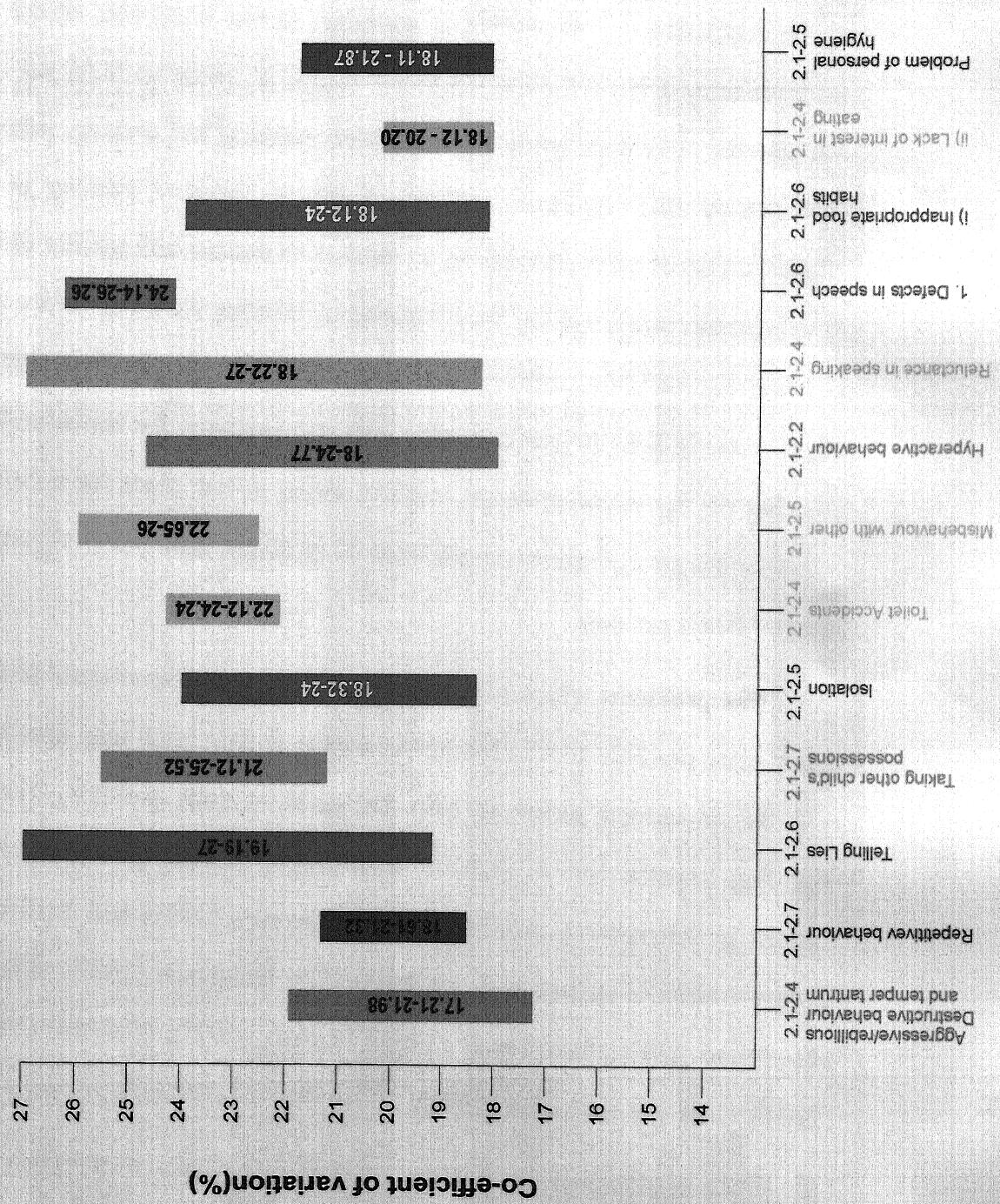


Fig. 6: Identification of probable solutions of the common problems of Pre-schoolers

reason for it could be inappropriate food habits. The problem identify in relation to food habit have been supported by Devdas and Jayn (1984), Hieldbrand (1990); Kaul (1991), Kaul and Bhatnagar (1992).

The preschool teachers are the one who have important role to play in preparing the child who has play role formal time. Every time, the preschool teacher are not aware of the problem of the preschool children. The preschool teacher also have responsibility has counseling the parents to draw their support in helping the child so that they adjust the child in new environment.

Results and Discussion

1. Standardization of the content of education package of common preschooler problem.
2. Standardization of the overall format of package preschooler problem.
3. Association/correlation of crucial factor with overall format of common preschool problem.

A BRIEF COMMUNICATION FROM THE UNION COMMISION
PRESIDENT OF INDIA

On the occasion of the 10th National Conference of the
PROGRESSIVE EDUCATIONISTS

THE HIGHLIGHTS OF THE CONFERENCE

THE PRACTICAL APPROACH TO EDUCATION

PROGRESSIVE EDUCATIONISTS

SECTION - 2

**DEVELOP EDUCATIONAL PACKAGES
ON COMMON PROBLEMS OF
PRE-SCHOOLERS**

2. DEVELOPMENT OF EDUCATION PACKAGE ON COMMON PROBLEMS OF PRESCHOOLERS

On the basis of identified problems of preschoolers, their description and probable solutions educational package has been prepared.

Methodological Procedures

The package has been developed as per the following methodological procedures.

1. Detailing of illustrations
2. Preparation of rough plan along with illustration of each component.
3. Finalisation of the package along with suitable illustration for each component.
4. Final format of the package.

1. Detailing of illustrations

To make any education package more effective and understandable, it is necessary to make it more illustrative. Thus, the educational package on common problems of preschoolers was prepared in the illustrative form to make it understandable by the preschool teachers and field functionaries. Ideas of illustrations for each aspect of problem, its description and probable solutions were collected from literature, books, by consulting the child development experts and with the help of researchers' own experience. Care was taken to make each aspect of problem, its description and probable solutions as illustrative as possible.

2. Preparation of rough plan along with illustration of each component

After collecting the ideas of illustrations for each component, rough plan was prepared in which at least 2-3 illustrations were selected for each problem, each item in the description of problem and probable solutions. A detailed list of

illustrations matching the problems, its description and probable solutions was prepared.

3. Finalisation of the package along with suitable illustrations for each component

After preparing the rough plan, the illustrative materials, the illustrations were prepared with the help of Artist. Prepared illustrations were matched with the particular text of each problem, its description and its probable solutions. After repeated corrections the illustrations and texts were finalized.

4. Final format of the package

After preparing illustrations by the artist, each illustration was scanned in the computer and then matched with the text. The package was then developed in the form of a book.

Final format of the education package on common preschooler's problem

Sr. No.	Major problem	Classified problems	Description	Probable solutions
A.	Behavioural problems	1. Aggressive/rebellious/ Destructive behaviour and temper tantrums <ul style="list-style-type: none"> (i) Pushing and pinching other children (ii) Pulling hair, body parts of other children (iii) Damaging possessions (iv) Spitting on others 2. Repetitive behaviour <ul style="list-style-type: none"> (i) Frequent sucking of thumb 	(i) Diverting attention to some creative activity (ii) Punishing the child by withdrawing some facilities (iii) Consistency in dealing with the child (iv) Separating the child from other children for sometime (i) Making the child understand with love and affection	

	(ii) Frequent biting of nails	(ii) Diverting attention in some hand activities
	(iii) Frequent picking of nose	(iii) Fulfilling basic needs
		(iv) Providing emotional support to the child
		(v) Regular check on repetitive habits at home
		(vi) Not making the child feel ashamed in front of others
		(vii) Motivating parents to keep regular check on repetitive habits and keep the child busy in motor activities
3. Telling lies	(i) Child prefers to tell lies to parents and teachers due to fear of punishment	(i) Making the child understand with love and affection
	(ii) Child tells lies by imaging certain things	(ii) Providing the child with opportunities for enriching his imagination
		(iii) Helping the child to discover difference between fact and fantasy
		(iv) Telling the truth to the child
		(v) Motivating parents to teach moral values to child

4.	Taking other child's possession	(i) Child is in the habit of stealing things of other children out of ignorance	(i) Child picks up the things and hides it	(ii) Child pick up the things which he does not have	(vi) Teaching moral values to child at school and motivate the child to adopt the values
		(ii) Child steals knowingly	(iv) Child steals knowingly	(iii) Providing creative outlets to child's interest	(i) Making the child understand with love and affection
				(v) Motivating parents to fulfill genuine needs and requirements of the child	(v) Being kind and understanding to the child
				(vi) Communicating to parents to tell the child to return other child's things on first attempt.	(vii) Not making the child feel ashamed
5.	Isolation	(i) Isolate child has no friends	(ii) The child withdraws from the group or rejected by the group	(i) Recognizing positive abilities of child	(ii) Motivating child to volunteer in various activities including group activities

		(v)	Using abusive language	(v)	Punishing in form of withdrawal of some facilities
				(vi)	Communicating to parents to have check on such behaviour
8.	Hyperactive behaviour	(i)	Not paying attention to the task	(i)	Channelizing the activities
		(ii)	Not continuing with the task	(ii)	Providing activities of child's interest for long sitting
		(iii)	Not sitting at one place for required time		
9.	Reluctance in speaking	(i)	Child talks less at school with teachers and peers	(i)	Giving full affection and emotional support
				(ii)	Praising child for verbal activities
				(iii)	Involving the child in verbal activities
				(iv)	Motivating parents to participate with child in more verbal activities
10	Defect in speech	(i)	Child shows some degree of repetition of speech	(i)	Not referring the child as stammer
		(ii)	Child stuttering while speaking	(ii)	Not allowing other children to make fun of child's speech

C. Problem of personal Hygiene	1. Inappropriate personal hygiene	(ii)	Getting distracted while eating	(ii)	Rewarding the child after finishing his meal
		(iii)	Child throwing out food while eating	(iii)	Motivating parents to encourage the child in independent eating habits
		(iv)	Not want to eat food on any pretest	(iv)	Not forcing the child to eat
				(c)	Not punishing the child
		(i)	Not appearing clean	(i)	Daily personal hygiene check of the child
		(ii)	Dirty clothes	(ii)	Making the child understand with love and affection
		(iii)	Foul smell in breath	(iii)	Keeping a monthly competition of personal hygiene
		(iv)	Teeth are not clean	(iv)	Making the child understand about important of cleanliness
		(v)	Long and dirty nails	(v)	Communicating to parents about appropriate personal hygiene of child
		(vi)	Dirty hair with lice.		

Conclusions

The educational package in the form of book was developed with appropriate illustration comprising of 45 pages on common problems of preschoolers.

Total of 13 common problems of children were selected in which ten problems under behavioural, two under food/eating habits and one under personal hygiene were included in the package.

Under description of each problem 45 items under description various problems with illustration were covered in the educational package.

66 items under probable solutions of the problems with illustrations were covered in the educational package.

Discussion

This educational package has been prepared as a ready reckoner for the preschool teachers/for the functionaries who are directly involved in preschool education.

This educational package has been prepared and standardized which is very illustrative and very easy language text has been used. The identification of preschoolers' problems has been done keeping in mind mainly the preschool education in the rural areas. The package in the form of a book can be a very handy help guide to those preschool teachers/functionaries who can become sensitive to the problems of preschoolers, the description of the problems in the package and their probable solutions can make the preschool teacher aware of the situation more in depth. Normally the preschoolers' problems are considered to be normal happening of this age group. But the focus of the study is to change the mild set of preschoolers and parents through school teachers that how a very common behaviour of child has correctional possibilities with least effort. This intervention of the educational package at the school teachers' level has helped the children in improving on their behavioural pattern. There has been studies which have supported the above findings and studies reported are Chazen *et al.* (1983); Kaul (1991); Kaul and Bhatnagar (1992); Resawawa (1990); Murlidharn and Asthana (1991).

SECTION - 3

**TESTING RELIABILITY AND VALIDITY
OF CONTENTS AND FORMAT AT
THE DEVELOPED
EDUCATIONAL PACKAGE**

3. TO TEST THE RELIABILITY AND VALIDITY OF CONTENTS AND FORMAT OF THE DEVELOPED EDUCATIONAL PACKAGE

Methodological procedures

The package was standardized under the following heads :

- (1) Locale of study
- (2) Parameters of standardization
- (3) Development of questionnaire
- (4) Analysis of reliability and validity
- (5) Variables and their measurements
- (6) Association/correlation of crucial variables with formal of the package

(1) Locale of study

Uttar Pradesh state was selected as the locale of study for drawing the judges.

(i) Selection of zone

Five commissionaries were selected randomly for study purpose. These were Kanpur, Lucknow significantly, Jhansi, Agra and Faizabad commissionaries. Each commissionery would, henceforth, represent zone.

(ii) Selection of districts

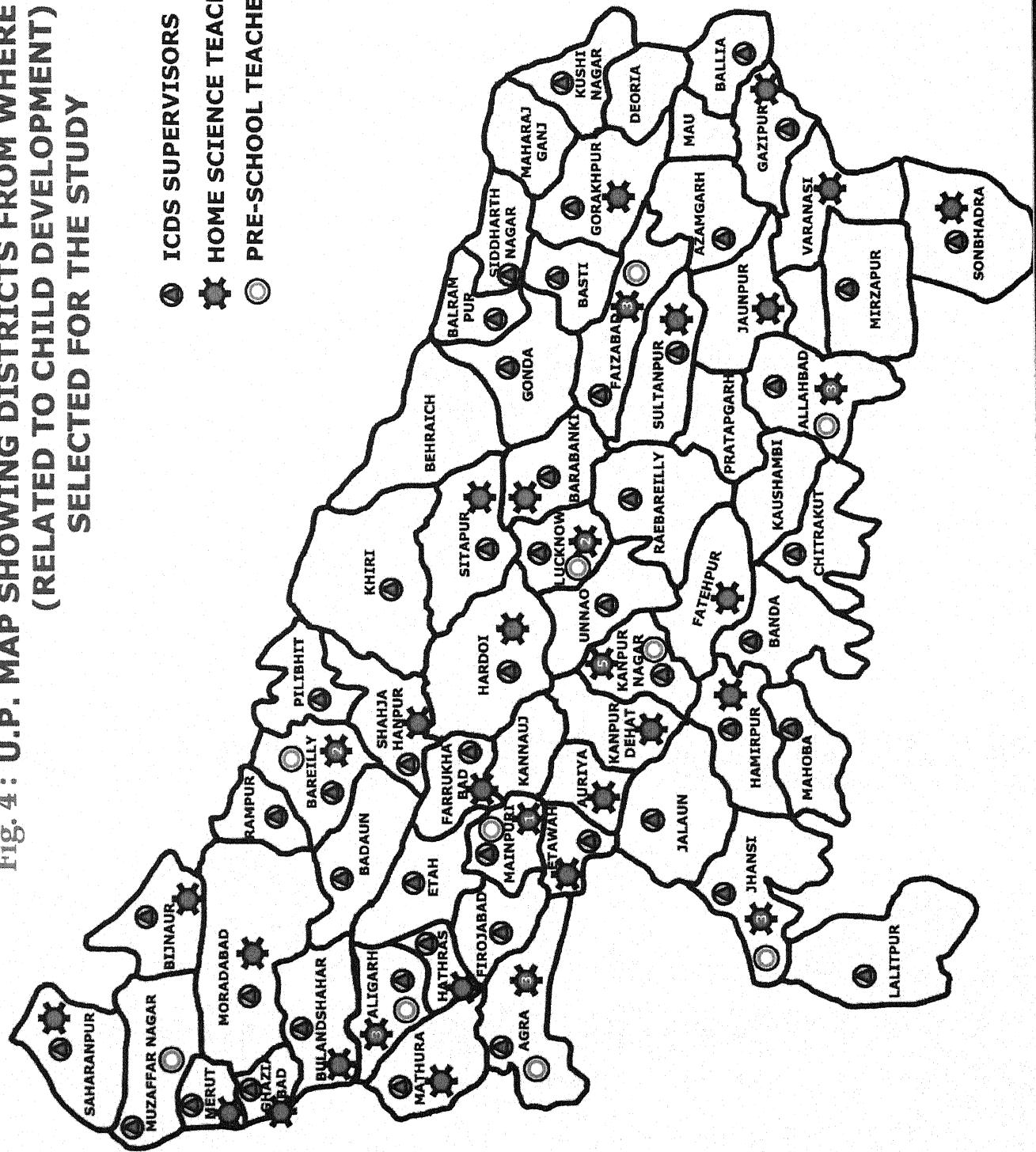
From each zone, one district was selected randomly. District Kanpur from Zone I, District Lucknow from Zone II, District Jhansi from Zone III, District Agra from Zone IV and district Faizabad from Zone V.

(iii) Selection of organizations

The study required having representative sample of organizations working for preschool educations. Thus a list of organizations carrying out preschool education was prepared. Out of the list of organizations, only 3

**Fig. 4: U.P. MAP SHOWING DISTRICTS FROM WHERE JUDGES
(RELATED TO CHILD DEVELOPMENT)
SELECTED FOR THE STUDY**

- ICDS SUPERVISORS
- ★ HOME SCIENCE TEACHERS
- PRE-SCHOOL TEACHERS



organizations i.e. ICDS Anganwadi under Government organizations, home science teachers and privately carried out schools under non-government organizations which had schools in urban areas with wide coverage were included.

(iv) Selection of respondents

A total sample of 30 judges was drawn from each district comprising of preschool teachers home science and ICDS supervisors. In order to select judges from privately run schools, home science colleges and Anganwadis. It was felt rationale to include only those teachers/supervisors of schools who were at least graduates and who can assess the standardization of educational package through questionnaire. ICDS supervisors are directly responsible for the Anganwadis of at least 10 Anganwadis under their control. Thus, preschool teachers and ICDS supervisors instead of Anganwadi workers were selected in view of poor educational level of Anganwadi workers. The distribution of registered preschools, home science teacher and ICDS supervisors was as follows :

S.No.	District	No. of preschool teacher	No. of home science teachers	No. of ICDS supervisors
1.	Kanpur (Zone I)	120	60	30
2.	Lucknow (Zone II)	180	85	40
3.	Jhansi (Zone III)	100	55	25
4.	Agra (Zone IV)	125	62	28
5.	Faizabad (Zone V)	125	65	30

* One preschool teacher from each school

From the above table, it can be seen that approximately ratio of preschool teachers, home science teachers and ICDS supervisors was (3:2:1). Thus from every district 50 preschool teachers, 50 home science teachers and 50 supervisors were randomly selected. A total of 150 judges formed the sample for standardization of the developed educational package.

Parameters of Standardization

Reliability and validity was tested on the content and format of the developed package. Reliability and validity was tested for each text and for each illustration of covering common problems of preschoolers, their description and probable solutions and for each criterion given in the overall format of the package.

Reliability

A package to be called sound must be reliable because reliability indicates the extent to which scores obtained are free from such external defects of standardization, which are likely to produce errors of measurement. Reliability refers to the degree to which observations or measures are consistent or stable (Rosenthal, 1991). Reliability was done for both the components that is of content and format.

Validity

Validity has been defined as referring to the appropriateness meaning fullness and usefulness of the specific inferences researchers make based on the data they collect validity is the process of collecting evidence to support and inferences. The important point here is to realize that validity refers to the degree to which evidence supports any inferences a researcher makes based on the data he or she collects using a particular instrument (Fraenkal, 1996).

One key element in content related evidence, then revalues around the adequacy of the sampling. Content validation, therefore, is partly a matter of determining, if the content that the instrument contains is an adequate sample of the domain of content it is supposed to represent.

The other aspect to content validation has to do with the format of the instrument. This includes such things as the clarity of printing, size of type, adequacy of work space, appropriateness of language clarity of directions and so on (Fraenkal, 1996).

Two components of validity were measured in this package.

1. Content validity
2. Format validity

3. Development of questionnaire for standardization of package

Questionnaire was developed in two parts to test the appropriateness of educational package.

- (A) Content of package
- (B) Format of package

(A) Content of package

Content of the package was developed under three main preschoolers problems (behavioural, food/eating; personal hygiene). Under each main problem, specific problems were given. For each specific problem, there was a description of the problem and probable solutions of the problem (Details given under Section II). The appropriateness of each test and each illustration on each page was judged in terms of most appropriate, somewhat appropriate and not appropriate respectively giving 3, 2 1 weighted scores respectively. The responses were computed as explained below :

No. of respondents (judges)	Most appropriate 3	Some what appropriate 2	Not appropriate 1
1			
2			
-			
-			
Total			

(B) Format of the package

To test the appropriateness of educational package the following criteria with their components was used :

(a) Printing

- (1) Size of printing
- (2) Style of printing
- (3) Clarity of printing
- (4) Uniformity in printing

(b) Language

- (1) Clarity in language
- (2) Clarity in grammar
- (3) Clarity in spellings

(c) Illustrations

- (1) Layout of illustrations
- (2) Size of illustrations
- (3) Clarity in illustrations
- (4) Number of illustrations
- (5) Attractiveness of illustration

	Most appropriate 3	Some what appropriate 2	Not appropriate 1
Components of the format			
(a) Printing and components			
(b) Language and components			
(c) Illustration and components			

The aggregate weighted score of all the three criteria (printing, language and illustrations) was taken for each judge respectively in all the five zones.

4. Analysis of Reliability and Validity

The analysis of reliability and validity was done under two parts.

(i) Content of the package

(ii) Format of the package

(i) **Content of the Package** : The weighted scores were aggregated separately for all the respondents (judges) of five zones for each page and within the page for each text and illustration on each page separately. Thus, the scores were computed separately for the text and related illustration e.g.

Text 1

Text 2

Illustration 1

Illustration 2 and so on

(ii) **Format of the Package** : The weighted scores were computed for the overall format of the educational package based on the criteria given in format of the package.

(A) Method of measuring reliability

Reliability and analysis of variance

An excellent approach to reliability when there are more than three judges for comparison is based on the analysis of variance (Rosenthal, 1991). This technique was used in computing the reliability of judges of different zones for the standardization of package.

To measure the degree of variation in results Analysis of variance was utilized to see the degree of consistency that exists between the judges of different zones of Uttar Pradesh and between the groups (preschool teachers,

home science teachers and ICDS supervisors) of all the zones. Analysis of variance was done for each test and for each illustration and also for the overall format of the educational package.

(B) Methods of measuring each component of validity

(i) Content Validity Ratio

It is the extent to which it adequately samples the content of test. This was calculated separately for preschool teachers, home science teachers and ICDS supervisor of each zone. The content validity ratio (CVR) was evaluated by the formula given by Lawshe (1975) in which only those judges who gave the response on most appropriate rating point for each text and for each illustration form as well as for the overall format of the educational package were selected.

5. Variables and their measurement

Independent variables

1. Socio-personal variables

(a) Age-chronological age

(b) Education – Under-graduate and post-graduate education of the respondents.

(c) Family Education Status – Index developed by Narwal (1982)

(d) Experience - Actual experience

2. Economic variables

(a) Occupation of father/husband – Actual response.

4. Communication variables

Mass media exposure – Modified scale of Kaur (1986).

Dependent variables

Format of the educational package on common preschoolers' problems –

Schedule developed.

(A) Behavioural problem

1. Aggressive/Rebellious/Destructive/Temper Tantrums

(i) Inter-Zone and Inter group reliability of behavioural problem (Aggressive/Rebellious/Destructive behaviour and temper Tantrums) – its description and probable solutions

The results in Table 4.14 show that F value of ANOVA. Technique regarding description of the problem (pushing and pinching other children, pulling hair of other children, damaging possessions) in case of each text and illustration were non-significant between zones as well as between groups.

Table shows that F values of ANOVA technique regarding probable solutions (Diversion of attention in some creative activity separating the child from other children, punishing the child by withdrawing some facilities and consistency in dealing) for each text and illustrations of each page were non-significant between zones as well as between groups. Thus cultural settings as well as organizational setting do not bear any influence on the scores of items. It is evident from the results that each text and illustration regarding description and probable solutions of the behavioural problem its description and probable solutions regarding text and illustration of each page were significant free and reliable.

Table 4.14 Inter-zone and inter-group reliability of behavioural problem description and probable solutions (Aggressive/rebellious/ Destructive behaviour)

Aspects		Between Zones (n=150)	Between groups		
			Preschool teachers (n=05)	Home science teacher (n=50)	ICDS supervisors (n=50)
(i)	Text -I Pulling of hair/ear of other children	0.716	0.451	0.313	0.252
(ii)	Illustration -I	0.921	0.880	0.626	0.314
(iii)	Tex-II Pushing and pinching other	0.725	0.663	0.453	0.515
	Illustration-II	0.634	0.552	0.424	0.323
(i)	Text -I Kicking legs while railing on floor	0.535	0.434	0.363	0.312
	Illustration -I	0.541	0.515	0.348	0.314
(ii)	Text -II Damaging possessions	0.871	0.515	0.341	0.289
	Illustration-II	0.803	0.626	0.424	0.301
(i)	Text -I Spitting on others	0.561	0.510	0.343	0.311
(ii)	Illustration -I	0.231	0.434	0.311	0.221
(i)	Text -I Diverting attention of child in some creative activity	0.331	0.261	0.242	0.162
(ii)	Illustration -I	0.236	0.363	0.324	0.212
(i)	Text -I Punish the child in the form of withdrawing some facility	0.312	0.318	0.301	0.210
(ii)	Illustration -I	0.625	0.301	0.282	0.212
(i)	Text -I Being consistent in dealing with child	0.912	0.456	0.342	0.302
(ii)	Illustration-I	0.443	0.515	0.443	0.313
(iii)	Illustration-II	0.340	0.331	0.313	0.214

(ii) Gross cultural validity of behavioural problem (Aggressive/Rebellious/Destructive behaviour and temper tantrums) its description and probable solutions

The results in the Table 4.15 indicate that the r-values of coefficient of correlation for each text and illustration regarding description of problem (Pushes and pinches other children, pulling hair of other child, damaging possessions, spitting on others and kicking legs on floor) both in case of each text and illustration were significant between zones ranging from 0.5013 to 0.9756. The results in table also indicate that the values of coefficient of correlation were significant between zones in case of probable solutions (Diversion of attention in some creative activity, separating the child from other children, punishing the child by withdrawing some facilities and consistency in dealing) in case of each text and illustration ranging from 0.5012 to 0.9528. Thus, it shows that items in the behavioural problem (Aggressive/Rebellious/Destructive behaviour and temper tantrums) shows what they intend to show both in case of text and illustration. Thus, it may be concluded that the items were stable and valid in the educational package.

Table 4.15 Cross-cultural validity of behavioural problem, description and probable solutions (Aggressive/Rebellious/Destructive behaviour and temper tantrums)

***(n=30)**

Aspects		Kanpur* (Zone-1)	Lucknow* (Zone2)	Jhansi* (Zone-3)	Agra* (Zone-4)	Faizabad* (Zone-5)
(i)	Text -I Pulling hair/ear of other children		0.7923	0.9135	0.9502	0.8209
	Zone-1			0.7345	0.6713	0.9015
	Zone-2				0.8425	0.6621
	Zone-3					0.7013
	Zone-4					
(ii)	Text -II Pushing and pinching other children		0.7346	0.9231	0.9525	0.6423
	Zone-1			0.3038	0.8627	0.8142
	Zone-2				0.9528	0.7030
	Zone-3					0.7621
	Zone-4					

(iii)	Illustration-I					
	Zone-1		0.6430	0.5928	0.9339	0.8710
	Zone-2			0.9145	0.8292	0.7725
	Zone-3				0.7675	0.7125
	Zone-4					0.9325
(iv)	Illustration-II					
	Zone-1		0.9432	0.8325	0.9640	0.8632
	Zone-2			0.7735	0.9342	0.9012
	Zone-3				0.9216	0.7132
	Zone-4					0.7756
(i)	Text -I					
	Kicking legs while railing on floor					
	Zone-1		0.5131	0.8733	0.8892	0.8453
	Zone-2			0.9542	0.9423	0.8012
	Zone-3				0.8713	0.8713
	Zone-4					0.8521
(ii)	Illustration-I					
	Zone-1		0.9642	0.8432	0.9255	0.5013
	Zone-2			0.7753	0.5013	0.5013
	Zone-3				0.8542	0.5013
	Zone-4					0.5013
(iii)	Text -II					
	Damaging possessions					
	Zone-1		0.8342	0.5042	0.8056	0.9123
	Zone-2			0.8943	0.9654	0.7623
	Zone-3				0.9245	0.6423
	Zone-4					0.7458
(iv)	Illustration-II					
	Zone-1		0.9342	0.9516	0.9432	0.9756
	Zone-2			0.7983	0.7612	0.8045
	Zone-3				0.9542	0.9531
	Zone-4					0.9256
(i)	Text -I					
	Spitting on others					
	Zone-1		0.7716	0.9213	0.9548	0.9204
	Zone-2			0.8342	0.7456	0.8512
	Zone-3				0.8836	0.8912
	Zone-4					0.9612
(ii)	Illustration-I					
	Zone-1		0.9412	0.9548	0.5813	0.9528
	Zone-2			0.8713	0.8823	0.8716
	Zone-3				0.8724	0.9025
	Zone-4					0.8713
(i)	Text -I					
	Diverting attention of child in some creative activity					
	Zone-1		0.8521	0.9528	0.6951	0.8000
	Zone-2			0.8523	0.8136	0.6824
	Zone-3				0.8543	0.8000
	Zone-4					0.5516

(ii)	Illustration-I					
	Zone-1		0.5000	0.6712	0.5000	0.9132
	Zone-2			0.6345	0.8138	0.7254
	Zone-3				0.5012	0.7456
	Zone-4					0.5012
(i)	Text -I					
	Punishing the child in the form of withdrawing some facilities					
	Zone-1		0.9342	0.8125	0.8946	0.8523
	Zone-2			0.5216	0.7014	0.8013
	Zone-3				0.8123	0.7025
	Zone-4					0.9342
(ii)	Illustration-I					
	Zone-1		0.8523	0.5012	0.7547	0.8923
	Zone-2			0.6542	0.8813	0.9743
	Zone-3				0.8342	0.6419
	Zone-4					0.9423
(i)	Text -I					
	Being consistent in dealing with child					
	Zone-1		0.8342	0.8015	0.9843	0.7846
	Zone-2			0.7925	0.7925	0.5142
	Zone-3				0.6023	0.6345
	Zone-4					0.7542
(ii)	Illustration-I					
	Zone-1		0.9065	0.8844	0.9483	0.8063
	Zone-2			0.7952	0.9225	0.7813
	Zone-3				0.8327	0.9483
	Zone-4					0.6929
(iii)	Illustration-II					
	Zone-1		0.7558	0.8452	0.8606	0.8877
	Zone-2			0.6929	0.9012	0.7168
	Zone-3				0.8059	0.8732
	Zone-4					0.7103

* All r-values of coefficient of correlation significant at 5 % level of significance

Table 4.16 Zone-wise Content Validity Ratio (CVR) of behavioural problem (Aggressive/Rebellious and tantrums)

Aspects	Kanpur (Zone 1)			Lucknow (Zone-2)			Jhansi (Zone 3)			Agra (Zone 4)			Faizabad (Zone 5)		
	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS supervisors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS supervisors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS supervisors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS supervisors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS supervisors (n=10)
(i) Text I Pulling hair/ear of child	0.72	0.62	0.60	0.70	0.68	0.60	0.74	0.72	0.60	0.72	0.71	0.62	0.60	0.59	0.50
(ii) Illustration-I Text II	0.61	0.50	0.51	0.64	0.63	0.52	0.62	0.64	0.58	0.59	0.58	0.58	0.60	0.59	0.50
(iii) Pushing & pinching other children	0.71	0.60	0.58	0.68	0.69	0.61	0.70	0.71	0.61	0.70	0.69	0.62	0.65	0.59	0.50
(iv) Illustration-II Text I	0.62	0.50	0.50	0.60	0.60	0.54	0.61	0.60	0.58	0.59	0.58	0.59	0.60	0.59	0.50
(i) Kicking legs while railing on floor	0.70	0.60	0.58	0.70	0.70	0.64	0.68	0.64	0.62	0.65	0.62	0.61	0.77	0.75	0.73
(ii) Illustration-I Text II	0.66	0.60	0.59	0.62	0.61	0.55	0.60	0.59	0.56	0.58	0.57	0.72	0.82	0.80	0.60
(iii) Damaging possessions	0.22	0.20	0.19	0.24	0.25	0.24	0.28	0.31	0.24	0.23	0.24	0.24	0.22	0.22	0.36

Respective Behaviour

(i) Inter-zone and Inter group reliability of behavioural problem (Repetitive behaviour)

The result of Table 4.17 shows that F value of ANOVA technique regarding value frequent habit of thumb sucking, frequent biting of nails, frequent picking nose, were non-significant between group (preschool teacher, home science teacher, ICDS supervisors). Table also indicate that F value of ANOVA regarding probable solution making children understand with love, not to ashamed child diverting child attention providing emotional support to child, fulfilling basic need of child, motivating to parent regular check on such habits were non-significant between groups conclude that the results each test and illustrating regarding description and probable solution of problem repetitive behaviour of each page were culture fair and reliable because the analysis of variance shows no variation in views of judges of different groups and that is consistency in the responses of judges of different groups.

Table 4.17 Inter-zone and inter-group reliability of behavioural problem, description and probable solutions (Repetitive behaviour)

Aspects	Between Zones (n=150)	Between groups		
		Preschool teachers (n=50)	Home science teacher (n=50)	ICDS supervisors (n=50)
(i) Text -I Frequent sucking of thumb	0.762	0.243	0.343	0.212
(ii) Illustration -I	0.451	0.456	0.485	0.314
(iii) Tex-II Frequent habit of picking nose	0.772	0.445	0.314	0.222
(iv) Illustration-II	0.553	0.358	0.301	0.176
(v) Text -II Frequent biting of nails	0.662	0.354	0.328	0.281
Illustration -III	0.512	0.314	0.212	0.136

(ii)	Text -I Making child understand with love	0.717	0.324	0.289	0.281
(ii)	Text II The child not to feel ashamed	0.662	0.312	0.285	0.113
(iii)	Illustration -I	0.615	0.442	0.278	0.105
(i)	Text -I Diverting child attention in some hand activities	0.717	0.362	0.310	0.116
(ii)	Illustration -I	0.626	0.351	0.254	0.124
(iii)	Illustration -II	0.656	0.452	0.116	0.216
(i)	Text Providing emotional support to child	0.773	0.262	0.268	0.113
(ii)	Illustration I	0.589	0.312	0.312	0.124
(iii)	Text II Fulfilling basic need of child	0.663	0.273	0.218	0.113
	Illustration-II	0.564	0.313	0.381	0.134
(i)	Text I Motivating parents to keep regular check on such habits and providing emotional support to child	0.762	0.318	0.245	0.210
(ii)	Illustration-I	0.624	0.300	0.244	0.212

(ii) Cross cultural validity of behavioural problem (Repetitive behaviours) its description and probable solutions

The result in the Table 4.18 indicate that the r-values of coefficient of correlation between zones were significant in case of description of problem (frequent sucking of thumb, frequent habit of picking nose and frequent biting of nails) for each text and illustration ranging from 0.5012 to 0.9592. Table also indicates that r-values of coefficient of correlation between zones regarding each text and illustration of probable solutions (making the child understand with love, not to ashame the child, diversion of child's attention in some hand activities. Providing emotional support to child, fulfilling basic needs of child, motivating parents to keep regular check on such habits, providing emotional support at home) were significant ranging from 0.5642 to 0.9824. Thus, it may

be concluded that the items were stable and valid to be included in the educational package.

Table 4.18 Inter-zone and inter-group reliability of behavioural problem, description and probable solutions (Repetitive Behaviours)

Aspects	Between zones (n=250)	Between groups	
		Preschool teachers (n=175)	ICDS supervisors (n=75)
(i) Text-I Frequent sucking of thumb	0.8000	0.0571	0.1818
(ii) Illustration-I	0.3520	0.2500	0.0666
(iii) Text-II Frequent habit of picking nose	0.7125	0.4375	0.2222
(iv) Illustration-II	0.3842	0.2380	0.0952
(v) Frequent biting of nails	1.6000	1.2000	0.5145
(i) Illustration-III	0.5123	0.5333	0.0714
(i) Text-I Making child understand with love and affection	0.1900	0.2083	0.1363
(ii) Text-II The child not to feel ashamed	0.1900	0.2083	0.1363
(iii) Illustration-I	1.34	0.4406	0.8428
(i) Text-I Diverting child's attention in some hand activities	0.3846	0.125	0.6666
(ii) Illustration-I	0.4123	0.1538	0.2363
(iii) Illustration-II	0.4123	0.1538	0.2363
(i) Text-I Providing emotional support to child	0.7512	0.2000	0.2000
(ii) Illustration-I	0.5432	0.2000	1.3000
(iii) Text-II Fulfilling basic needs of child	0.7512	0.2000	0.2000
(iv) Illustration-II	0.5432	0.2000	1.3000
(i) Text-I Motivating parents to keep regular check on such habits and providing emotional support to child	0.7123	0.4000	0.2435
(ii) Illustration-I	0.5812	0.2111	0.4210

All f values of ANOVA technique non-significant at 5 % level of significance

Table 4.19 Cross-cultural validity of behaviour problem, description and probable solutions (Repetitive behaviour)

*(n=30)

Aspects		Kanpur (Zone-1)	Lucknow (Zone-2)	Jhansi (Zone-3)	Agra (Zone-4)	Faizabad (Zone-5)
(i)	Text -I Frequent sucking of thumb		0.8000	0.8531	0.8826	0.8543
	Zone-1			0.6872	0.9042	0.6853
	Zone-2			0.7542	0.9013	
	Zone-3			0.7542	0.9013	
(ii)	Text-II Frequent habit of picking nose		0.8852	0.9452	0.9043	0.6012
	Zone-1			0.8743	0.8221	0.7170
	Zone-2			0.9420	0.6256	
	Zone-3			0.8142	0.7012	
(iii)	Text-III Frequent biting of nails		0.7395	0.6666	0.7395	0.9375
	Zone-1			0.9034	0.9022	0.7889
	Zone-2			0.9123	0.7118	
	Zone-3			0.7015	0.6246	
(iv)	Text-IV Illustration-II		0.8412	0.7065	0.6042	0.9342
	Zone-1			0.8012	0.6253	0.8043
	Zone-2			0.7053	0.7053	0.8830
	Zone-3			0.9034	0.9082	0.6666
(v)	Text-V Illustration-III		0.7053	0.6280	0.7053	0.8159
	Zone-1			0.9166	0.7884	
	Zone-2			0.7015	0.5012	
	Zone-3			0.7669	0.9243	
(vi)	Text-VI Illustration-I		0.9243	0.8612	0.9243	0.9824
	Zone-1			0.7996	0.9012	0.9589
	Zone-2			0.7996	0.8326	
	Zone-3			0.9589	0.8326	
(i)	Text-VII Illustration-II		0.9243	0.7669	0.7996	0.7884
	Zone-1			0.7996	0.7884	
	Zone-2			0.7996	0.7884	
	Zone-3			0.7996	0.7884	

(ii)	Text-II The child is not to feel ashamed					
	Zone-1		0.9243	0.8612	0.9243	0.9824
	Zone-2			0.7669	0.9012	0.9589
	Zone-3				0.7996	0.8326
	Zone-4					0.9589
(iii)	Illustration-I					
	Zone-1		0.7228	0.8166	0.8984	0.5642
	Zone-2			0.6610	0.6317	0.7015
	Zone-3				0.9559	0.7225
	Zone-4					0.6548
(i)	Text-I Diverting child's attention in some hand activities					
	Zone-1		0.7395	0.7884	0.9165	0.8470
	Zone-2			0.9375	0.8080	0.8731
	Zone-3				0.8618	0.9318
	Zone-4					0.9245
(ii)	Illustration-I					
	Zone-1		0.9165	0.8618	0.8269	0.9245
	Zone-2			0.7884	0.9777	0.8470
	Zone-3				0.7118	0.9318
	Zone-4					0.7650
(ii)	Illustration-II					
	Zone-1		0.9165	0.8618	0.8269	0.9245
	Zone-2			0.7884	0.9777	0.8470
	Zone-3				0.7118	0.9318
	Zone-4					0.7650
(i)	Text-II Providing emotional support to child					
	Zone-1		0.7884	0.8618	0.7118	0.6245
	Zone-2			0.9165	0.9034	0.8000
	Zone-3				0.8269	0.7319
	Zone-4					0.8866
(ii)	Illustration-I					
	Zone-1		0.8618	0.8618	0.6295	0.7884
	Zone-2			0.9012	0.7319	0.9165
	Zone-3				0.7319	0.9165
	Zone-4					0.8000
(iii)	Text-II Fulfilling basic needs of child					
	Zone-1		0.7884	0.8618	0.7118	0.6245
	Zone-2			0.9165	0.9034	0.8000
	Zone-3				0.8269	0.7319
	Zone-4					0.8866

(iv)	Illustration-II					
	Zone-1		0.8618	0.8618	0.6295	0.7884
	Zone-2			0.9012	0.7319	0.9165
	Zone-3				0.7319	0.9165
	Zone-4					0.8000
(i)	Text-II					
	Motivating parents to keep regular check on such habits and providing emotional support to child					
	Zone-1		0.7650	0.5793	0.9245	0.8470
	Zone-2			0.7584	0.8269	0.8333
	Zone-3				0.6262	0.6857
	Zone-4					0.9165
(ii)	Illustration-II					
	Zone-1		0.8731	0.8080	0.7395	0.6666
	Zone-2			0.9245	0.8480	0.9333
	Zone-3				0.9165	0.8269
	Zone-4					0.9034

* All r-values of coefficient of correlation significant at 5 % level of significance

(iii) Zone wise Content Validity Ratio (CVR) of behavioural problem (Repetitive behaviour), its description and probable solutions

The results in the Table 4.20 of content validity ratio (CVR) for each text and illustration. The calculated values of CVR regarding description of the problem (frequent sucking of thumb, frequent habit of picking nose and frequent biting of nails) in case of each text and illustrations were significant.

The results in table also indicate that the calculated values of CVR for each text and illustration of probable solutions of the problem (make the child understand with love, not to ashame the child, diversion of child's attention in some hand activities providing emotional support to child) in each text and illustration except the illustration were significant.

(I) Inter-zone and inter-group reliability of behavioural problem (telling lies).

The result in the Table 4.21 shows that regarding description of the problem (telling lies) due to fear of punishment. Child is in the habit of telling

Table 4.20 Zone-wise Content Validity Ratio (CVR) of behavioural problem, description and its probable solutions (Repetitive behaviour)

Aspects	Kapur (Zone 1)			Lucknow (Zone-2)			Jhansi (Zone 3)			Agra (Zone 4)			Faizabad (Zone 5)		
	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-visors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-visors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-visors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-visors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-visors (n=10)
(i) Text I Frequently sucking of thumb	0.88	0.86	0.73	0.82	0.80	0.73	0.82	0.81	0.88	0.81	0.80	0.91	0.81	0.80	0.93
(ii) Illustration-I Text II Frequent habit of picking nose	0.65	0.62	0.50	0.65	0.62	0.73	0.60	0.69	0.73	0.61	0.59	0.60	0.76	0.75	0.60
(iii) Illustration-II Text III Frequently biting of nails	0.82	0.79	0.86	0.82	0.79	0.73	0.82	0.81	0.88	0.87	0.86	0.93	0.76	0.74	0.73
(iv) Illustration-III Text I Making the child understand with love and affection	0.65	0.62	0.60	0.77	0.75	0.73	0.82	0.84	0.73	0.81	0.80	0.60	0.66	0.64	0.73
(i) Text II The child not to feel ashamed	0.71	0.69	0.60	0.65	0.63	0.94	0.71	0.69	0.86	0.87	0.82	0.93	0.60	0.59	0.73
(ii) Text I The child not to feel ashamed	0.71	0.69	0.60	0.82	0.80	0.60	0.65	0.62	0.73	0.81	0.80	0.60	0.60	0.61	0.73

(ii)	Illustration I	0.14	0.11	0.06	0.29	0.25	0.31	0.26	0.19	0.20	0.29	0.10	0.60	0.28	0.24	0.20
(i)	Text I	0.81	0.80	0.60	0.71	0.169	0.60	0.60	0.59	0.73	0.82	0.81	0.73	0.65	0.62	0.73
	Diverting child's attention in some hand activities															
(iii)	Illustration-I	0.70	0.69	0.72	0.88	0.89	0.60	0.65	0.62	0.60	0.72	0.74	0.86	0.77	0.75	0.60
(iii)	Illustration II	0.70	0.69	0.72	0.88	0.897	0.60	0.65	0.62	0.60	0.77	0.75	0.86	0.77	0.72	0.60
(i)	Text I	0.70	0.69	0.60	0.65	0.62	0.88	0.77	0.75	0.60	0.88	0.87	0.60	0.82	0.81	0.86
	Providing emotional support to child															
(ii)	Illustration I	0.64	0.63	0.60	0.71	0.69	0.73	0.77	0.75	0.60	0.88	0.87	0.73	0.82	0.80	0.60
(iii)	Text II	0.64	0.63	0.60	0.71	0.69	0.73	0.77	0.75	0.60	0.88	0.87	0.73	0.82	0.80	0.60
(iii)	Text II															
(iv)	Fulfilling basic needs of child	0.70	0.68	0.60	0.65	0.62	0.80	0.77	0.75	0.60	0.88	0.87	0.60	0.82	0.81	0.86
(iv)	Illustration II	0.64	0.62	0.60	0.71	0.69	0.73	0.77	0.79	0.60	0.88	0.87	0.73	0.82	0.81	0.60
(i)	Text I	0.70	0.68	0.60	0.88	0.87	0.60	0.94	0.92	0.73	0.82	0.80	0.60	0.77	0.75	0.73
	Motivating parents to keep regular check on respective habits															
(iii)	Illustration I	0.64	0.62	0.60	0.82	0.79	0.60	0.77	0.73	0.60	0.88	0.85	0.46	0.82	0.81	0.73

imagined things were non-significant between zones as well as between group (preschool teachers and ICDS supervisors). The Table 4.21 shows that F values of ANOVA technique of each text and illustration regarding probable solutions (making the child understand with love, not to ashame the child, telling the truth, helping the child to discover the difference between fact and fantasy, teaching moral values to child, motivating child to adopt moral values, motivating parents to teach moral values to child) were non-significant between zones as well as between groups. Thus cultural setting as well as organizational setting did not bear any influence on the scores of items. It is evident from the results that each text and illustration depicted in the problem of telling lies regarding description and probable solutions was culture fair and reliable.

Table 4.21 Inter-zone and inter-group reliability of behavioural problem, description and probable solutions (telling lies)

Aspects		Between Zones (n=150)	Between groups		
			Preschool teachers (n=50)	Home science teacher (n=50)	ICDS supervisors (n=50)
(i)	Text -I Two children fighting with each other	0.721	0.123	0.238	0.256
(ii)	Illustration -I	1.01	0.212	0.211	0.385
(iii)	Text-II Telling lies due to fear of punishment	0.731	0.134	0.232	0.567
(iv)	Illustration	0.551	0.189	0.189	0.235
(i)	Text -I Child is in the habit of telling imagined things	0.626	0.218	0.217	0.445
	Illustration -I	0.384	0.303	0.118	0.421
(i)	Text -I Making child understand with love and affection	0.989	0.305	0.312	0.462
(ii)	Text II Child not to be ashamed	0.817	0.207	0.212	0.312
(iii)	Illustration -I	0.812	0.312	0.215	0.456
(i)	Text -I Diverting child attention in some hand activities	0.717	0.362	0.310	0.116
(ii)	Illustration -I	0.626	0.351	0.254	0.124

(iii)	Illustration -II	0.656	0.452	0.116	0.102
(i)	Text -I				
(iii)	Telling the truth to the child	0.627	0.118	0.117	0.812
(iii)	Text II				
	Helping the child to discover the difference between fact and fantasy	0.512	0.118	0.121	0.712
(iii)	Illustration-I	0.626	0.387	0.284	0.312
(iv)	Illustration	0.717	0.281	0.381	0.265
(i)	Text I				
	Teaching moral values to child at school	0.412	0.116	0.118	0.919
(ii)	Text II				
	Motivating child to adopt moral values	0.452	0.212	0.126	0.216
(iii)	Illustration -I	0.312	0.213	0.212	0.112
(i)	Text I				
	Motivating parents to teach moral values to child	0.182	0.451	0.515	0.512
(ii)	Illustration I	0.331	0.189	0.181	0.216

(ii) Cross cultural validity of behavioural problem (telling lies) its description and probable solutions

The results in Table 4.22 indicate that the r-values of coefficient of correlation between zones for each text and illustration regarding description of problem (telling lies due to fear of punishment, child is in the habit of telling imagined things) were significant ranging from 0.5912 to 0.9625.

The results in Table 4.22 also indicate that the r-values of coefficient of correlation were significant between zones in case of probable solutions from (making the child understand with love, not to ashame the child, telling the truth, helping the child to discover the difference between fact and fantasy, teaching moral values to child, motivating child to adopt moral values, motivating the parents to teach moral values to child) in case of each text and illustration ranging from 0.5000 to 0.9642. Thus, it may be concluded that the items were stable and valid in the educational package.

Table 4.22 Cross-cultural validity of behavioural problem, description and probable solutions (Telling lies)
(n=30)

Aspects		Kanpur (Zone-1)	Lucknow (Zone-2)	Jhansi (Zone-3)	Agra (Zone-4)	Faizabad (Zone-5)
(i)	Text -I					
	Two children fighting with each other					
	Zone-1		0.7342	0.9215	0.8527	0.6423
	Zone-2			0.8012	0.8625	0.8123
	Zone-3				0.7632	0.7140
(ii)	Zone-4					0.9325
	Illustration-I					
	Zone-1		0.6432	0.5912	0.9324	0.8725
	Zone-2			0.9140	0.8234	0.7743
(iii)	Zone-3				0.7632	0.7140
	Zone-4					0.9325
	Text-II					
	Telling lies due to fear of punishment					
(iv)	Zone-1		0.7342	0.9215	0.9527	0.6423
	Zone-2			0.8012	0.8625	0.8123
	Zone-3				0.9531	0.7024
	Zone-4					0.7625
(v)	Illustration-II					
	Zone-1		0.9425	0.8342	0.9625	0.8113
	Zone-2			0.7742	0.9343	0.9042
	Zone-3				0.9245	0.7123
(vi)	Zone-4					0.9342
	Text -I					
	Child is in the habit of telling imagined things					
	Zone-1		0.8470	0.7650	0.9318	0.8731
(vii)	Zone-2			0.9034	0.7884	0.7395
	Zone-3				0.7118	0.6666
	Zone-4					0.9375
	Illustration-I					
(viii)	Zone-1		0.7884	0.9318	0.9375	0.8618
	Zone-2			0.8470	0.7395	0.9165
	Zone-3				0.8731	0.9245
	Zone-4					0.8080

(i)	Text-I Making child understand with love and affection					
	Zone-1		0.8576	0.9642	0.8192	0.9353
	Zone-2			0.8567	0.7011	0.5000
	Zone-3				0.9681	0.8037
	Zone-4					0.9097
(ii)	Text-II Child is not to be ashamed		0.8576	0.9642	0.8192	0.9353
	Zone-1			0.8567	0.7011	0.5000
	Zone-3				0.9681	0.8037
	Zone-4					0.9067
(iii)	Illustration-I		0.7228	0.8160	0.8984	0.5642
	Zone-1			0.6610	0.6317	0.7015
	Zone-3				0.9559	0.7225
	Zone-4					0.6548
(i)	Text-I Telling the truth to the child		0.9034	0.8571	0.8470	0.8000
	Zone-1			0.8269	0.7650	0.8866
	Zone-3				0.9245	0.7319
	Zone-4					0.6760
(ii)	Text-II Helping the child to discover the difference between fact and fantasy		0.9034	0.8571	0.8470	0.8000
	Zone-1			0.8269	0.7650	0.8866
	Zone-3				0.9245	0.7319
	Zone-4					0.6760
(iii)	Illustration-I		0.9420	0.7604	0.8964	0.8221
	Zone-1			0.8080	0.8231	0.8731
	Zone-3				0.6806	0.9245
	Zone-4					0.7363
(iv)	Illustration-II		0.9420	0.7604	0.8964	0.8221
	Zone-1			0.8080	0.8231	0.8731
	Zone-3				0.6806	0.9245
	Zone-4					0.7363

(i)	Text-I Teaching moral values to child at school Zone-1 Zone-2 Zone-3 Zone-4		0.7888	0.6100 0.8470 0.7650 0.7118	0.6346 0.6981 0.7897 0.7117	0.7117 0.7884 0.7897 0.7118
(ii)	Text-II Motivating child to adopt moral values Zone-1 Zone-2 Zone-3 Zone-4		0.7888	0.6100 0.8470 0.7650 0.7118	0.6346 0.6981 0.7897 0.7117	0.7117 0.7884 0.7897 0.7118
(i)	Illustration-I Zone-1 Zone-2 Zone-3 Zone-4		0.8937	0.8560 0.6162 0.8892 0.5749	0.9626 0.7813 0.7916 0.5480	0.6476
(i)	Text-I Motivating parents to teach moral values to child Zone-1 Zone-2 Zone-3 Zone-4		0.6789	0.9243 0.6789 0.6981 0.8269	0.5333 0.5828 0.5612 0.8269	0.5642 0.6100 0.5612 0.8269
(ii)	Illustration-I Zone-1 Zone-2 Zone-3 Zone-4		0.8080	0.6770 0.7117 0.7572 0.8221	0.9420 0.7604 0.7897 0.8221	0.8731 0.7672 0.7897 0.8221

* All r-values of coefficient of correlation significant at 5 % level of significance

(iii) Zone-wise content validity of the behavioural problem its description and probable solution (telling lies)

The results in the Table 4.23, the value of CVR for each test of illustration in description of problem telling lies due to fear of punishment, child is in the habit of imaging thing both for preschool teachers, home science teacher and ICDS supervisors.

Table 4.23 Zone-wise Content Validity Ratio (CVR) of behavioural problem, description and its probable solutions (telling lies)

Aspects	Kanpur (Zone 1)			Lucknow (Zone-2)			Jhansi (Zone 3)			Agra (Zone 4)			Faizabad (Zone 5)		
	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-visors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-visors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-visors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-visors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-visors (n=10)
(i) Text I	0.74	0.72	0.60	0.65	0.70	0.50	0.77	0.75	0.73	0.73	0.71	0.69	0.60	0.59	0.50
(i) Two children fighting with each other															
(ii) Illustration-I	0.60	0.59	0.50	0.77	0.75	0.60	0.82	0.81	0.73	0.60	0.59	0.50	0.60	0.50	0.50
(iii) Text II	0.77	0.75	0.60	0.65	0.62	0.50	0.77	0.75	0.73	0.71	0.72	0.73	0.60	0.59	0.50
(iii) Telling lies due to fear of punishment															
(iv) Illustration-II	0.65	0.62	0.76	0.65	0.63	0.50	0.11	0.70	0.60	0.620	0.59	0.60	0.60	0.59	0.50
(i) Text I	0.71	0.75	0.60	0.82	0.81	0.60	0.88	0.85	0.60	0.71	0.69	0.50	0.65	0.62	0.50
(i) Child is in the habit of telling imagined things															
(ii) Illustration-I	0.71	0.75	0.50	0.82	0.81	0.60	0.77	0.75	0.50	0.71	0.69	0.50	0.71	0.70	0.50
(i) Text I	0.71	0.73	0.60	0.65	0.63	0.50	0.60	0.62	0.73	0.82	0.80	0.60	0.88	0.85	0.73
(i) Making child understand with love and affection															

Table 4.23 contd.

(ii)	Text II Child not to be ashamed	0.71	0.69	0.60	0.65	0.62	0.50	0.60	0.59	0.73	0.82	0.81	0.60	0.88	0.86	0.73
(ii)	Illustration I	0.29	0.25	0.06	0.26	0.23	0.46	0.29	0.23	0.20	0.29	0.23	0.06	0.24	0.22	0.20
(i)	Text I Telling truth to the child	0.65	0.63	0.88	0.77	0.75	0.86	0.60	0.59	0.88	0.65	0.64	0.73	0.82	0.80	0.86
(ii)	Text II The child is to discover difference	0.65	0.62	0.88	0.77	0.75	0.86	0.60	0.59	0.88	0.65	0.64	0.73	0.82	0.80	0.86
(iii)	Illustration I	0.60	0.59	0.50	0.65	0.63	0.50	0.77	0.75	0.75	0.75	0.60	0.59	0.52	0.50	0.60
(iv)	Illustration- II	0.60	0.59	0.50	0.65	0.63	0.50	0.77	0.75	0.75	0.75	0.60	0.59	0.52	0.50	0.60
(i)	Text I Teaching moral value to the child	0.60	0.64	0.86	0.71	0.69	0.86	0.77	0.74	0.50	0.88	0.84	0.60	0.65	0.63	0.60
(ii)	Text II Motivating child to adopt moral value	0.60	0.61	0.86	0.71	0.69	0.86	0.77	0.76	0.50	0.88	0.84	0.60	0.64	0.63	0.60
(iii)	Illustration I	0.60	0.59	0.60	0.77	0.75	0.50	0.77	0.72	0.60	0.65	0.63	0.60	0.82	0.69	0.60
(iii)	Text II Motivating parent to teach moral value to child	0.77	0.75	0.73	0.71	0.69	0.60	0.71	0.70	0.86	0.71	0.70	0.71	0.86	0.71	0.69
(iii)	Illustration I	0.65	0.62	0.50	0.71	0.69	0.73	0.65	0.62	0.60	0.54	0.52	0.60	0.77	0.75	0.50

The results in Table 4.23 also indicate that the calculated value of CVR for each text and illustration of probable solutions of the problem. Probable solution of the problem making the child understand with love not to ashamed telling the truth helping the child with discover fact and fantasy, teaching moral values to child, motivating child to moral value motivating child parent to meet moral child were significant all for group preschool teacher, home science, and ICDS supervisors in all the five zones. These zones it may be stated that the items were valid to be taken educational package. The content validity ratio punishing the child in the range of 0.05 and 0.24, which was non-significant. Some charges were made as in the case of problem.

(4) Taking possession of other children

(i) Inter-zone and inter-group reliability of behavioural problem

The results in the Table 4.24 shows that F value of ANOVA technique for each text illustration regarding description of problem child is in the habit of stealing thing of other child. Child steal knowingly, child picks up and hide up, child picks up the thing which were non-significant between zones (Kanpur, Lucknow, Jhansi, Agra and Faizabad) as well as between groups (preschool teacher, home science teacher, ICDS supervisors). The table also shows that F value of ANOVA technique for each illustration regarding probable solution of the problem making child understand with love not to ashamed, be kind and understanding to the child giving directions and some creative activity, providing good model of behaviour, parent fulfill genuine need of child, communicating to parents to insure that the child return other child immediately zones as well as groups.

Table 4.24 Inter-zone and inter-group reliability of behavioural problem, description and probable solutions (taking possessions of other children)

Aspects	Between Zones (n=150)	Between groups		
		Preschool teachers (n=50)	Home science teacher (n=50)	ICDS supervisors (n=50)
(i) Text -I Child is in the habit to stealing things of other children out of ignorance	0.585	0.135	0.212	0.312
(ii) Tex-II Child steals knowingly	0.612	0.456	0.312	0.212
(iii) Text -III Child picks up the things and hides it	0.512	0.442	0.456	0.216
(iv) Text -IV Child picks up the things which he does not have	0.313	0.352	0.356	0.712
(v) Illustration -I	0.113	0.212	0.216	0.626
(i) Text -I Making child understand with love and affection	0.981	0.245	0.212	0.172
(ii) Text The child not to be ashamed	0.818	0.312	0.214	0.226
(iii) Illustration -I	0.712	0.324	0.118	0.263
(i) Text-I Being kind and understand with the child	0.623	0.212	0.245	0.245
(ii) Text -II Diverting attention in some creative activities	0.515	0.112	0.215	0.312
(iii) Text III Providing a good model of behaviour	0.456	0.218	0.224	0.456
(v) Illustration -I	0.381	0.212	0.211	0.586
(v) Illustration -II	0.451	0.268	0.221	0.512
(i) Text I Discussing with parents to fulfill genuine needs and requirements of the child	0.686	0.315	0.332	0.224
(ii) Text II Communicating to parents to ensure that the child returns the things immediately on the first attempt	0.786	0.310	0.312	0.657
(iii) Illustration I	0.881	0.332	0.365	0.562
(iv) Illustration II	0.856	0.216	0.113	0.456

(ii) Cross cultural validity of behavioural problem (taking possessions of other children), its description and probable solutions

The results in the Table 4.25 indicate that the r-values of coefficient of correlation between zones for each text and illustration regarding description of problem on (child is in the habit of stealing things of other children out of ignorance, child steals knowingly, child picks up the things and hides it, child picks up the things which he does not have) were significant ranging from 0.50 to 0.9420.

The r-values of coefficient of correlation between judges of five zones were significant for each text and illustration of solutions ranging from 0.50 to 0.9650.

Table 4.25 Cross-cultural validity of behavioural problem, description and probable solutions (Taking possessions of other children)

**(n=30)*

Aspects		Kanpur (Zone-1)	Lucknow (Zone-2)	Jhansi (Zone-3)	Agra (Zone-4)	Faizabad (Zone-5)
(i)	Text -I Child is in the habit of stealing things of other children out of ignorance		0.7117	0.6477 0.6100	0.6282 0.7388 0.6789	0.6295 0.7319 0.6760 0.8000
	Zone-1					
	Zone-2					
	Zone-3					
	Zone-4					
(ii)	Text-II Child steals knowingly		0.8376	0.9134 0.8467	0.8092 0.6935 0.9681	0.9053 0.5000 0.8037 0.9067
	Zone-1					
	Zone-2					
	Zone-3					
	Zone-4					
(iii)	Text-III Child picks up the things and hides it		0.6825	0.9034 0.6346	0.6789 0.7672 0.5828	0.8106 0.5612 0.6981 0.6789
	Zone-1					
	Zone-2					
	Zone-3					
	Zone-4					

(iv)	Text-IV Child picks up the things which he does not have		0.6927	0.6277 0.5961	0.6082 0.7388 0.9370	0.5993 0.6319 0.8222 0.9420
(v)	Text -I Making child understand with love and affection		0.8576	0.9243 0.8567	0.8192 0.7011 0.9681	0.9353 0.5000 0.8037 0.9067
(ii)	Text -II The child not to be ashamed		0.8567	0.9243 0.8567	0.8192 0.7011 0.9681	0.9353 0.5000 0.8037 0.9067
(iii)	Illustration-I		0.5243	0.7228 0.6610	0.8160 0.6317 0.9559	0.5442 0.7015 0.7225 0.6548
(i)	Text-I Being kind and understanding with the child		0.6789	0.8000 0.6760	0.5612 0.7672 0.7319	0.6981 0.5828 0.6903 0.6346

Zone-wise Content Validity ratio (CVR) of behavioural problem

The result in the Table 4.26 shows that the value for each text and illustration regarding description of the problem was significant ranging from 0.52 to 0.76 for preschool teachers, 0.50 to 0.74 for home science teachers and 0.50 to 0.84 for ICDS supervisors in all five zones. Thus, it may be concluded that each text and illustration was valid to be included in the educational package.

Table 4.26 Zone-wise Content Validity Ratio (CVR) of behavioural problem, description and its probable solutions (taking possessions of other children)

Aspects	Kanpur (Zone 1)			Lucknow (Zone-2)			Jhansi (Zone 3)			Agra (Zone 4)			Faizabad (Zone 5)		
	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-visors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-visors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-visors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-visors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-visors (n=10)
(i) Text I Child is in the habit of stealing things of other children out of ignorance	0.77	0.75	0.50	0.65	0.62	0.60	0.88	0.85	0.60	0.77	0.75	0.50	0.65	0.62	0.50
(ii) Text II Child steals knowingly	0.71	0.69	0.60	0.65	0.62	0.50	0.60	0.59	0.73	0.82	0.81	0.60	0.88	0.87	0.73
(iii) Text -III Child picks up the things and hides them	0.65	0.62	0.73	0.88	0.82	0.86	0.77	0.75	0.73	0.71	0.69	0.73	0.65	0.62	0.60
(iv) Text IV Child picks up the things which he does not have	0.71	0.70	0.60	0.65	0.62	0.86	0.82	0.81	0.73	0.77	0.75	0.73	0.65	0.62	0.50
(v) Illustration-I	0.77	0.75	0.50	0.60	0.59	0.50	0.71	0.69	0.60	0.60	0.59	0.60	0.77	0.75	0.50

Table 4.26 contd.

(i)	Text I Making child understand with love and affection	0.71	0.70	0.60	0.65	0.62	0.50	0.60	0.59	0.73	0.82	0.80	0.60	0.60	0.88	0.86	0.86	0.73
(ii)	Text II The child not to be ashamed	0.71	0.70	0.60	0.65	0.63	0.50	0.60	0.58	0.73	0.82	0.81	0.60	0.60	0.88	0.85	0.85	0.73
(iii)	Illustration I	0.29	0.25	0.06	0.21	0.22	0.46	0.24	0.22	0.20	0.26	0.24	0.24	0.06	0.29	0.25	0.25	0.20
(i)	Text I Being kind and understanding with the child	0.71	0.69	0.86	0.60	0.61	0.86	0.77	0.78	0.94	0.71	0.70	0.73	0.73	0.82	0.81	0.81	0.73
(ii)	Text II Diverting attention in creative activities	0.71	0.69	0.86	0.60	0.62	0.86	0.77	0.76	0.94	0.71	0.70	0.73	0.70	0.82	0.81	0.81	0.73
(iii)	Text III Providing a good model of behaviour	0.71	0.68	0.86	0.609	0.61	0.86	0.77	0.75	0.94	0.71	0.70	0.73	0.70	0.84	0.81	0.81	0.73
(iv)	Illustration I	0.71	0.69	0.50	0.65	0.63	0.60	0.77	0.79	0.73	0.71	0.70	0.60	0.60	0.82	0.80	0.80	0.50
(v)	Illustration II	0.65	0.62	0.50	0.77	0.76	0.60	0.71	0.76	0.50	0.60	0.59	0.50	0.60	0.82	0.81	0.81	0.73

Table 4.26 contd.

(i)	Text Discussing with parents to fulfill genuine needs and requirement of the child	0.65	0.62	0.73	0.77	0.76	0.88	0.60	0.59	0.88	0.82	0.81	0.73	0.71	0.70	0.86
(ii)	Text II Communicating the parents to ensure that the child returns the things immediately	0.65	0.62	0.73	0.77	0.75	0.88	0.60	0.58	0.88	0.82	0.81	0.73	0.71	0.70	0.86
(iii)	Illustration I	0.50	0.59	0.50	0.65	0.62	0.73	0.82	0.79	0.60	0.71	0.70	0.73	0.60	0.59	0.50
(iv)	Illustration II	0.71	0.69	0.60	0.72	0.76	0.86	0.71	0.69	0.46	0.65	0.63	0.173	0.82	0.81	0.60

Operationalisation and Measurements of variables

Different independent variables were selected as per the requirements of the study and measured by the use of appropriate tools. The scoring was done as per scale/schedule instructions.

Independent variables

1. **Age** : Chronological age of respondents rounded to nearest whole number at the time of investigation. The responses were categorized into three on obtained scores on the basis of cumulative frequencies.
2. **Education of the respondents** : Only undergraduate and post-graduate respondents were included.
3. **Experience** : Total number of years an individual has completed in the service of the organization. The respondents were categorized on obtained responses on the basis of cumulative scores.
4. **Occupation of the spouse** : On the basis of responses for the spouse's occupation, the respondents were categorized in three :
 - (a) Agriculture
 - (b) Business
 - (c) Service
5. **Family Education Status** : formal education attended by the family members who were 6 years of age. This was measured and quantified according to index developed by Narwal (1982).
6. **Income of the family** : Income received by the family on the basis of obtained responses.
7. **Mass media exposure** : Mass media exposure responses on the required subject. This was measured with the modified scale developed by Kaur (1986).

Dependent Variables

Overall format of the package

A schedule was developed for assessing the appropriateness of format of the educational package on common preschoolers' problems comprising of printing language and illustrations.

6. Association/correlation of independent variables with overall format of the package.

Coefficient of correlation was computed to see the correlation of independent variables (mass media exposure, organizational variables and family education status) with judges response on overall format of the educational package on common preschoolers' problems.

Results and Discussion

Results and discussions were taken under three heads :

- (1) Standardization of the content of socio-economic education package on common preschoolers' problems.
- (2) Standardization of the overall format of the package on common preschoolers problems.
- (3) Association/correlation of crucial factors with overall format of the package on common preschoolers' problems.

1. Standardization of the content of education package on common preschoolers problems

Results and discussions were taken under three types of problems of preschoolers.

- A. Behavioural problems
- B. Food/Eating problems
- C. Problem of personal hygiene.

5. Problem of Isolation

(i) Inter-zone and inter-group relationship of behavioural problem (isolation) its' description and probable solutions

The results in Table 4.27 show that F values of ANOVA technique for each text and illustration depicting the description of the problem of isolation (isolates child has no friends, he/she withdraws from the group) were non-significant between zones as well as between groups.

The table shows that the F values of ANOVA technique for the probable solutions of problem (recognizing and exposing the abilities of child, providing emotional security to child, motivating child to volunteer in various activities, including nose of group activities, participating in group activities and motivating parents to participate with child in games activities) were non-significant for each text and illustration.

Table 4.27 Inter-zone and inter-group reliability of behavioural problem, description and probable solutions (Isolation)

Aspects	Between Zones (n=150)	Between groups		
		Preschool teachers (n=50)	Home science teacher (n=50)	ICDS supervisors (n=50)
(i) Text -I Isolate child has no friend	0.385	0.181	0.135	0.451
(ii) Tex-II Child withdraws from the group or rejected by the group	0.386	0.169	0.131	0.658
(iii) Illustration I				
(i) Text I Recognizing positive abilities	0.998	0.125	0.113	0.315
(ii) Text II Encouraging the abilities in presence of other children	1.121	0.456	0.135	0.164
(iii) Illustration I				
(i) Text I Providing emotional support	0.612	0.212	0.126	0.345

(ii)	Text II Motivating child to volunteer in various activities	0.589	0.426	0.215	0.312
(iii)	Illustration I	0.411	0.312	0.223	0.315
(iv)	Illustration II	0.515	0.256	0.114	0.325
(i)	Text -I Having more of group activities	0.504	0.424	0.215	0.218
(ii)	Text I Motivating child in participating in group activities	0.562	0.624	0.215	0.812
(iii)	Illustration -I	0.489	0.313	0.224	0.717
(i)	Text I Motivating parents to participate in games activities with child	0.513	0.425	0.221	0.728

(ii) Cross cultural validity of behavioural problem (Isolation), its description and probable solutions

The results in the Table 4.28 indicate that the r-values of coefficient of correlation for each text and illustration regarding description of the problem of isolation (isolate child has no friends and he/she withdraws from group) were significant between zones ranging from 0.5109 to 0.9534.

The table also shows that (recognizing and exposing the abilities of child, providing emotional security to child, motivating child to volunteer including more of group activities. Participating in group activities and motivating parents to participate with child in games activities) had significant r-values of coefficient of correlation between five zones ranging from 0.5000 to 0.9565.

It may be concluded that each text and each illustration was valid and stable to be taken into educational package.

Table 4.28 Cross-cultural validity of behavioural problem, description and probable solutions (Isolation)

***(n=30)**

Aspects		Kanpur (Zone-1)	Lucknow (Zone-2)	Jhansi (Zone-3)	Agra (Zone-4)	Faizabad (Zone-5)
(i)	Text-I					
	Isolate has no friends					
	Zone-1		0.6637	0.8731	0.7238	0.7046
	Zone-2			0.6100	0.7878	0.8633
	Zone-3				0.6789	0.7897
(ii)	Zone-4					0.7884
	Text-II					
	Child withdraws from the group or rejected by the group					
	Zone-1		0.6770	0.6282	0.9534	0.8273
	Zone-2			0.7395	0.9302	0.8731
(iii)	Zone-3				0.7388	0.6789
	Zone-4					0.7672
	Illustration-I					
	Zone-1	0.7117	0.7118	0.6282	0.7897	
	Zone-2		0.6346	0.7388	0.6100	
(i)	Zone-3				0.6789	0.7850
	Zone-4					0.5109
	Text-I					
	Recognition of positive abilities of child					
	Zone-1	0.6981	0.6981	0.8000	0.7388	
(ii)	Zone-2		0.9523	0.8866	0.6346	
	Zone-3			0.8866	0.6346	
	Zone-4				0.7319	
	Text-II					
	Encouraging the abilities in presence of other children					
(vi)	Zone-1	0.6981	0.6981	0.8000	0.7388	
	Zone-2		0.9523	0.8866	0.6346	
	Zone-3			0.8866	0.6346	
	Zone-4				0.7319	
	Illustration-I					
(v)	Zone-1	0.6666	0.8731	0.8080	0.9375	
	Zone-2		0.7650	0.8269	0.5381	
	Zone-3			0.7672	0.6477	
	Zone-4				0.7117	

(i)	Text-I Providing emotional support to child Zone-1 Zone-2 Zone-3 Zone-4		0.7319	0.6262 0.8571	0.8269 0.8866 0.7584	0.9245 0.6760 0.5793 0.7650
(ii)	Text-II Motivating child to volunteer in various activities Zone-1 Zone-2 Zone-3 Zone-4		0.7584	0.9034 0.6857	0.8866 0.5468 0.5727	0.7650 0.5793 0.6789 0.6760
(iii)	Illustration-I Zone-1 Zone-2 Zone-3 Zone-4		0.7584	0.6981 0.6857	0.6346 0.6262 0.7388	0.6403 0.8571 0.5727 0.7319
(iv)	Illustration-II Zone-1 Zone-2 Zone-3 Zone-4		0.7093	0.9565 0.7434	0.9128 0.7806 0.9536	0.9359 0.6882 0.8567 0.7757
(i)	Text-I Having more of group activities Zone-1 Zone-2 Zone-3 Zone-4		0.5465	0.9523 0.8571	0.7589 0.8866 0.7584	0.6857 0.8000 0.5000 0.9034
(ii)	Text-II Motivating parents to participate in games activities with the child Zone-1 Zone-2 Zone-3 Zone-4		0.7117	0.6477 0.6100	0.9562 0.9034 0.9128	0.7884 0.7388 0.8555 0.7831
(iv)	Illustration-I Zone-1 Zone-2 Zone-3 Zone-4		0.7666	0.9565 0.8747	0.9536 0.7338 0.9128	0.8992 0.9370 0.8555 0.7831

* All r values of coefficient of correlation significant at 5 % level of significance

Zone-wise Content Validity Ratio of behavioural problem

The results in the Table 4.29 show that the values of CVR for each text and illustration regarding the description of the problem (isolate child has no friends, he/she withdraws from the group) were significant ranging from 0.50 to 0.813 for preschool teachers, 0.98 to 0.78 home science teachers and 0.50 to 0.85 for ICDS supervisors of five zones.

The results in the table show that the value of CVR for each text and illustration regarding the probable solution of the problem (recognizing and exposing the abilities of child, providing emotional security to child motivating child to volunteer in activities including more of group activities, participating in group activities and motivating parents to participate with child in games activities) is significant ranging from 0.48 to 0.86 for preschool teachers, 0.46 to 0.83 home science teacher and 0.51 to 0.91 for ICDS supervisors of five zones.

Therefore, it may be stated that each text and each illustration problem was valid to be taken in educational package.

Table 4.29 Zone-wise Content Validity Ratio (CVR) of behavioural problem, description and its probable solutions (Isolation)

Aspects	Kanpur (Zone 1)				Lucknow (Zone-2)				Jhansi (Zone 3)				Agra (Zone 4)				Faizabad (Zone 5)			
	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-supervisors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-supervisors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-supervisors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-supervisors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-supervisors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-supervisors (n=10)		
(i) Text -I	0.60	0.59	0.60	0.65	0.64	0.86	0.65	0.64	0.73	0.77	0.75	0.73	0.71	0.71	0.69	0.69	0.69	0.50		
(ii) Isolate child has no friend																				
(iii) Tex-II	0.65	0.62	0.60	0.60	0.59	0.86	0.77	0.76	0.73	0.82	0.74	0.50	0.50	0.82	0.81	0.81	0.50			
(i) Text -I	0.65	0.62	0.60	0.71	0.69	0.73	0.88	0.86	0.60	0.88	0.87	0.50	0.50	0.77	0.77	0.76	0.76	0.50		
(ii) Child withdraws from the group or rejected by the group																				
(iii) Illustration I	0.65	0.62	0.60	0.71	0.69	0.73	0.88	0.86	0.60	0.88	0.87	0.50	0.50	0.77	0.77	0.76	0.76	0.50		
(i) Text I	0.77	0.75	0.73	0.88	0.85	0.60	0.82	0.81	0.73	0.82	0.80	0.86	0.86	0.77	0.77	0.78	0.78	0.60		
(ii) Illustration I	0.77	0.75	0.73	0.88	0.85	0.60	0.82	0.81	0.73	0.82	0.80	0.86	0.86	0.77	0.77	0.78	0.78	0.60		
(i) Text II	0.77	0.75	0.73	0.88	0.85	0.60	0.82	0.80	0.73	0.82	0.80	0.86	0.86	0.72	0.72	0.79	0.79	0.60		
(ii) Recognizing positive abilities																				
(iii) Encouraging the abilities in presence of other children	0.77	0.75	0.73	0.88	0.85	0.60	0.82	0.80	0.73	0.82	0.80	0.86	0.86	0.72	0.72	0.79	0.79	0.60		
(i) Illustration I	0.60	0.59	0.60	0.88	0.85	0.60	0.77	0.76	0.50	0.71	0.69	0.73	0.71	0.71	0.70	0.70	0.70	0.50		
(ii) Text I	0.71	0.69	0.73	0.82	0.81	0.86	0.94	0.93	0.73	0.88	0.86	0.60	0.60	0.77	0.77	0.79	0.79	0.46		
(iii) Providing emotional support																				

Table 4.29 contd.

(ii)	Text II Motivating child to volunteer in various activities	0.82	0.83	0.73	0.88	0.86	0.77	0.76	0.173	0.88	0.86	0.173	0.77	0.75	0.46	
(iii)	Illustration I	0.82	0.83	0.73	0.88	0.86	0.82	0.81	0.60	0.71	0.76	0.60	0.88	0.85	0.73	
(iv)	Illustration II	0.77	0.76	0.60	0.82	0.80	0.86	0.82	0.60	0.88	0.86	0.60	0.88	0.85	0.86	
(i)	Text -I															
	Having more of group activities	0.82	0.76	0.94	0.94	0.92	0.60	0.94	0.95	0.73	0.88	0.86	0.60	0.77	0.76	0.73
(ii)	Text I Motivating child in participating in group activities	0.82	0.79	0.94	0.94	0.92	0.60	0.94	0.95	0.73	0.88	0.86	0.60	0.77	0.76	0.73
(iii)	Illustration - I	0.77	0.76	0.173	0.94	0.91	0.50	0.94	0.95	0.73	0.88	0.86	0.73	0.77	0.76	0.86
(i)	Text I Motivating parents to participate in games activities with child	0.60	0.59	0.77	0.65	0.63	0.86	0.65	0.62	0.73	0.71	0.70	0.96	0.71	0.70	0.86
(iii)	Illustration I	0.82	0.80	0.60	0.65	0.63	0.76	0.71	0.64	0.73	0.88	0.80	0.60	0.77	0.78	0.50
(iii)	Illustration II	0.60	0.59	0.60	0.88	0.86	0.60	0.77	0.76	0.50	0.71	0.70	0.73	0.71	0.70	0.50

6. Toilet Accidents

(i) Inter-zone and inter-group reliability of behavioural problem (toilet accidents)

The results in the Table 4.30 shows that F values of ANOVA technique for each text and illustration regarding the description of the problem (wets and soils the clothes during the day; does not have proper bowel control) were non-significant between zones as well between groups (preschool teachers, home science teachers and ICDS supervisors).

Table 4.30 Inter-zone and inter-group reliability of behavioural problem, description and probable solutions (toilet accidents)

Aspects	Between Zones (n=150)	Between groups		
		Preschool teachers (n=50)	Home science teacher (n=50)	ICDS supervisors (n=50)
(i) Text -I Child wets and soils the clothes during the day	0.465	0.131	0.113	0.615
(ii) Tex-II Does not have proper bowel control	0.727	0.162	0.153	0.500
(iii) Illustration I	0.552	0.419	0.411	0.250
(i) Text I Making child understand with love and affection	1.261	0.901	0.900	0.626
(i) Illustration I	1.381	0.851	0.832	0.276
(i) Text I Regular check on such child for toilet need	0.181	0.050	0.116	0.901
(i) Text II	0.182	0.161	0.152	0.812
(iii) Illustration I Developing proper toilet habits	0.583	0.166	0.163	0.852
(ii) Illustration II Making the child independent in toilet habits	0.833	0.5345	0.456	0.421
(ii) Illustration II Text I	0.500	0.543	0.541	0.881
(ii) Text I Motivating the parents in developing good toilet habits in the child	0.437	0.176	0.165	0.682
(ii) Illustration -I	0.100	0.456	0.451	0.562

The table 4.31 shows that each text and illustration of the probable solutions (making the child understand with love regular check on such child developing proper toilet habits, encouraging the child to be independent in toilet habits, communicating with the parents about child's toilet habits) had the non-significant F value of ANOVA technique between zones and between groups (preschool teachers, home science teachers and ICDS supervisors).

Thus, it may be concluded that because of consistency in view of judges of different zones regarding each text and each illustration of the problem. These were reliable to be included in the educational package.

(ii) Cross cultural validity of behavioural problem (Toilet accidents), its description and probable solutions

The results in the Table 4.32 show that the r-values of coefficient of correlation for each text and illustration regarding the description of the problem (wets and soils the clothes during the day, does not have proper bowel control) were significant between zones ranging from 0.5109 to 0.9476. The table shows that for each text and each illustration regarding the probable solutions of the problem (making the child understand with love, regular check on such child for toilet need, developing proper toilet habits, encouraging the child to be independent in toilet habits and communicating with the parents about the child toilet habits) the r-values of coefficient of correlation between five zones were significant ranging from 0.5000 to 0.9681.

Thus, it may be concluded that each text and illustration depicts what it intends to depict and these were valid to be taken into educational package.

Table 4.31 Zone-wise Content Validity Ratio (CVR) of behavioural problem, description and its probable solutions (toilet accident)

	Aspects	Kanpur (Zone 1)		Lucknow (Zone-2)		Jhansi (Zone 3)		Agra (Zone 4)		Faizabad (Zone 5)		
		Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-visors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-visors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-visors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)
(i)	Text -1 Child wets and soils the clothes during the day	0.60	0.59	0.50	0.71	0.68	0.60	0.65	0.63	0.86	0.77	0.75
	Text-II Does not have proper bowel control	0.71	0.69	0.60	0.65	0.61	0.60	0.71	0.70	0.86	0.77	0.75
(ii)	Illustration I	0.60	0.59	0.60	0.65	0.61	0.50	0.71	0.70	0.50	0.77	0.75
	Text I	0.71	0.69	0.60	0.65	0.64	0.50	0.60	0.61	0.73	0.82	0.60
(i)	Making child understand with love and affection											
	Illustration I	0.29	0.25	0.06	0.24	0.23	0.46	0.31	0.29	0.20	0.26	0.23
(ii)	Text I	0.71	0.69	0.86	0.60	0.59	0.94	0.82	0.81	0.73	0.71	0.69
	Regular check on child for such toilet need											

Table 4.31 contd.

Aspects	Kanpur (Zone 1)			Lucknow (Zone-2)			Jhansi (Zone 3)			Agra (Zone 4)			Faizabad (Zone 5)		
	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-visors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-visors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-visors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-visors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-visors (n=10)
(i) Text II	0.71	0.69	0.86	0.60	0.59	0.44	0.82	0.81	0.73	0.71	0.69	0.60	0.82	0.81	0.60
(iii) Illustration I	0.77	0.75	0.50	0.77	0.75	0.86	0.71	0.70	0.73	0.65	0.62	0.50	0.77	0.75	0.73
(i) Text I	0.65	-0.63	0.73	0.88	0.85	0.86	0.77	0.75	0.73	0.71	0.69	0.73	0.65	0.62	0.60
(ii) Illustration II	0.71	0.69	0.60	0.65	0.64	0.86	0.82	0.80	0.73	0.77	0.75	0.73	0.65	0.62	0.50
(ii) Text I	0.77	0.75	0.86	0.82	0.81	0.60	0.82	0.79	0.86	0.88	0.84	0.86	0.77	0.76	0.60
(ii) Motivating the parents in developing good toilet habits in the child	0.71	0.69	0.60	0.65	0.63	0.50	0.77	0.76	0.73	0.82	0.84	0.73	0.88	0.87	0.73
(ii) Illustration – I	0.71	0.69	0.60	0.65	0.63	0.50	0.77	0.76	0.73	0.82	0.84	0.73	0.88	0.87	0.73

Table 4.32 Cross-cultural validity of behavioural problem, description and probable solutions (Toilet accidents)

(n=30)

Aspects		Kanpur (Zone-1)	Lucknow (Zone-2)	Jhansi (Zone-3)	Agra (Zone-4)	Faizabad (Zone-5)
(i)	Text -I Wets and soils the clothes during the day					
	Zone-1		0.8221	0.7604	0.6062	0.6280
	Zone-2			0.9245	0.8470	0.7650
	Zone-3				0.9165	0.8269
(ii)	Zone-4					0.9034
	Text-II Does not have proper bowel control					
	Zone-1		0.7897	0.5109	0.5828	0.6760
	Zone-2			0.6282	0.7118	0.6295
(iii)	Zone-3				0.6981	0.8000
	Zone-4					0.6403
	Illustration-I					
	Zone-1		0.9476	0.9036	0.7246	0.7666
(i)	Zone-2			0.9210	0.7779	0.8965
	Zone-3				0.7543	0.7918
	Zone-4					0.9562
	Text-I Making the child understand with love and affection					
(ii)	Zone-1		0.8576	0.8243	0.8192	0.9353
	Zone-2			0.8567	0.7011	0.5000
	Zone-3				0.9681	0.8037
	Zone-4					0.9067
(i)	Illustration-I					
	Zone-1					
	Zone-2					
	Zone-3					
(i)	Zone-4					
	Text -I Regular check on such child for toilet need					
	Zone-1		0.6825	0.9034	0.6789	0.8106
	Zone-2			0.6346	0.7672	0.5612
(i)	Zone-3				0.5828	0.6981
	Zone-4					0.6789

(ii)	Text-II Developing proper toilet habits		0.5828	0.7672 0.6346 0.8080 0.7395	0.8731 0.5000 0.8080 0.5612 0.7395	0.6809 0.6981 0.5612 0.7395	
	Zone-1						
	Zone-2						
	Zone-3						
	Zone-4						
(i)	Illustration-I		0.5828	0.7672 0.6346 0.8080 0.7395	0.8731 0.5000 0.8080 0.5612 0.7395	0.6801 0.6981 0.5612 0.7395	
	Zone-1						
	Zone-2						
	Zone-3						
	Zone-4						
(i)	Text-I Making the child independent in toilet training		0.5626	0.8192 0.8108 0.6718 0.6416	0.7536 0.5288 0.6718 0.7338 0.6416	0.9663 0.8389 0.7338 0.6416	
	Zone-1						
	Zone-2						
	Zone-3						
	Zone-4						
(iii)	Illustration-I		0.8339	0.8759 0.8108 0.6718 0.6416	0.5708 0.5288 0.6718 0.7338 0.6416	0.9057 0.8389 0.7338 0.6416	
	Zone-1						
	Zone-2						
	Zone-3						
	Zone-4						
(i)	Text-I Motivating the parents in developing good toilet habit in the child		0.6718	0.4045 0.8725 0.9225 0.6375	0.7214 0.8071 0.9225 0.6375	0.9128 0.6010 0.7093 0.6375	
	Zone-1						
	Zone-2						
	Zone-3						
	Zone-4						
(iv)	Illustration-I		0.8327	0.8732 0.7996 0.5406 0.9315	0.6209 0.6041 0.5406 0.7093 0.9315	0.6795 0.5666 0.7093 0.9315	
	Zone-1						
	Zone-2						
	Zone-3						
	Zone-4						

* All r-values of coefficient of correlation significant at 5 % level of significance

(iii) Zone-wise content validity ratio (CVR) of behavioural problem (toilet accidents), its description and probable solutions

The results in Table 4.33 show that the values of CVR for each text and illustration regarding the description of the problem (wets and soils the clothes during the day, does not have proper bowel control) were significant ranging from 0.62 to 0.86 for preschool teachers, home science teachers 0.60 to 0.88 and ranging from 0.52 to 0.88 for ICDS supervisors of all five zones.

The table also shows each text and illustration of the probable solutions (making the child understand with love, regular check on such child for toilet need, developing proper toilet habits, encouraging the child to be independent in toilet habits and communicating with the parents about the child toilet habits). The significant values of CVR ranging from 0.63 to 0.86 for preschool teachers, home science teachers 0.61 to 0.84 and ranging from 0.50 to 0.90 for ICDS supervisors of all five zones.

Thus, it may be concluded that each text and illustration shown in the toilet accidents was valid to be included in the educational package.

(ii) Zone-wise content validity ratio (CVR) of behavioural problem (toilet accident)

The results in the Table 4.34 show that the values of CVR for each text and illustration regarding the description of the problem (wets and soils the clothes during the day; does not have proper bowel control) were significant ranging from 0.62 to 0.86 for preschool teachers 0.60 to 0.88 for home science teachers and ranging from 0.52 to 0.88 for ICDS supervisors of all the five zones.

The Table 4.34 also shows that each text and illustration of the probable solutions (making the child understand with love, regular check on such child for toilet need, developing proper toilet habits, encouraging the child to be independent in toilet habits and communicating with the parents about the child

Table 4.33 Zone-wise content validity ratio (CVR) of behavioural problem, description and its problem solutions (toilet accidents)

Aspects	Kanpur (Zone 1)		Lucknow (Zone-2)		Jhansi (Zone 3)		Agra (Zone 4)		Faizabad (Zone 5)	
	Pre-school teachers*	ICDS super-visors**	Pre-school teachers*	ICDS super-visors**	Pre-school teachers*	ICDS super-visors**	Pre-school teachers*	ICDS super-visors**	Pre-school teachers*	ICDS super-visors**
(i) Text-I										
	Wets and soils the clothes during the day	0.60	0.50	0.71	0.60	0.65	0.86	0.77	0.73	0.82
(ii) Text-II										
	Does not have proper bowel control	0.71	0.60	0.65	0.60	0.71	0.86	0.77	0.86	0.88
(iii) Illustration-I										
(i) Text-I										
	Making children understand with love and affection	0.71	0.60	0.65	0.50	0.60	0.73	0.82	0.60	0.88
(ii) Illustration-I										
	0.29	0.06	0.24	0.46	0.31	0.20	0.26	0.06	0.29	0.20
(i) Text-I										
	Regular check on such child	0.71	0.86	0.60	0.94	0.82	0.73	0.71	0.60	0.82
(ii) Text-II										
	Developing proper toilet habits	0.71	0.86	0.60	0.94	0.82	0.73	0.71	0.60	0.82
(iii) Illustration-I										
	0.77	0.50	0.77	0.86	0.71	0.73	0.65	0.50	0.77	0.73

* n = 35
** n = 15

Table 4.33 contd.

Aspects	Kanpur (Zone 1)		Lucknow (Zone-2)		Jhansi (Zone 3)		Agra (Zone 4)		Faizabad (Zone 5)	
	Pre-school teachers*	ICDS super-visors**								
(i) Text-I	0.65	0.73	0.88	0.86	0.77	0.73	0.71	0.73	0.65	0.60
Making the child independent in toilet habits										
Illustration-I	0.71	0.60	0.65	0.86	0.82	0.73	0.77	0.73	0.65	0.50
(ii) Text-I	0.77	0.86	0.82	0.60	0.82	0.86	0.88	0.86	0.77	0.60
Motivating the parents in developing good toilet habits in the child										
Illustration-I	0.71	0.60	0.65	0.50	0.77	0.73	0.82	0.73	0.88	0.73

All C.V.R. values significant at 5 % level of significance except the illustration-I

Table 4.34 Zone-wise Content Validity Ratio (CVR) of behavioural problem, description and its probable solutions (taking possessions of other children)

Aspects	Kanpur (Zone 1)				Lucknow (Zone-2)				Jhansi (Zone 3)				Agra (Zone 4)				Faizabad (Zone 5)				
	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-supervisors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-supervisors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-supervisors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-supervisors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-supervisors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-supervisors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	
(i) Text 1 Child is in the habit of stealing things of other children out of ignorance	0.77	0.75	0.50	0.65	0.62	0.60	0.88	0.85	0.60	0.77	0.75	0.50	0.65	0.62	0.50	0.62	0.62	0.50	0.62	0.50	
(ii) Text II Child steals knowingly	0.71	0.69	0.60	0.65	0.62	0.50	0.60	0.59	0.73	0.82	0.81	0.60	0.88	0.87	0.73	0.88	0.87	0.87	0.88	0.87	
(iii) Text -III Child picks up the things and hides them	0.65	0.62	0.73	0.88	0.82	0.86	0.77	0.75	0.73	0.71	0.69	0.73	0.65	0.62	0.60	0.73	0.69	0.73	0.65	0.62	0.60
(iv) Text IV Child picks up the things which he does not have	0.71	0.70	0.60	0.65	0.62	0.86	0.82	0.81	0.73	0.77	0.75	0.73	0.65	0.62	0.50	0.73	0.75	0.73	0.75	0.75	0.50
(v) Illustration-I	0.77	0.75	0.50	0.60	0.59	0.50	0.71	0.69	0.60	0.60	0.59	0.60	0.60	0.77	0.75	0.62	0.62	0.62	0.62	0.62	0.50

Table 4.34 contd.

(i)	Text I Making child understand with love and affection	0.71	0.70	0.60	0.65	0.62	0.50	0.60	0.59	0.73	0.82	0.80	0.60	0.60	0.88	0.86	0.73
(ii)	Text II The child not to be ashamed	0.71	0.70	0.60	0.65	0.63	0.50	0.60	0.58	0.73	0.82	0.81	0.60	0.60	0.88	0.85	0.73
(iii)	Illustration I	0.29	0.25	0.06	0.21	0.22	0.46	0.24	0.22	0.20	0.26	0.24	0.06	0.24	0.29	0.25	0.20
(i)	Text I Being kind and understanding with the child	0.71	0.69	0.86	0.60	0.61	0.86	0.77	0.78	0.94	0.71	0.70	0.73	0.70	0.82	0.81	0.73
(ii)	Text II Diverting attention in creative activities	0.71	0.69	0.86	0.60	0.62	0.86	0.77	0.76	0.94	0.71	0.70	0.73	0.70	0.82	0.81	0.73
(iii)	Text III Providing a good model of behaviour	0.71	0.68	0.86	0.609	0.61	0.86	0.77	0.75	0.94	0.71	0.70	0.73	0.70	0.84	0.81	0.73
(iv)	Illustration I	0.71	0.69	0.50	0.65	0.63	0.60	0.77	0.79	0.73	0.71	0.70	0.60	0.60	0.82	0.80	0.50
(v)	Illustration II	0.65	0.62	0.50	0.77	0.76	0.60	0.71	0.76	0.50	0.60	0.59	0.50	0.50	0.82	0.81	0.73

toilet habits) had the significant value of CVR ranging from 0.63 to 0.86 for preschool teachers, home science teachers 0.61 to 0.84 and 0.50 to 0.90 for ICDS supervisors of all five zones.

Thus, it may be concluded that each text illustration shown in the toilet accidents was valid to be included in the educational package.

7. Misbehaviour with others

(i) Inter-zone and Inter-group reliability of behavioural problem

The result in the Table 4.35 shows that the F values of ANOVA technique for each text and illustration regarding the description of the problem (pulling objects and taking other possessions without permission, not allowing others to carry worth and making loud noises, using abusive language) were non-significant between zones and between groups (preschool teachers, home science teachers and ICDS supervisors).

The table shows that the F values of ANOVA technique for each text and illustration regarding the probable solutions of the problem (discouraging the child to indulge in such activities, making child understand with love, consistency in behaviour and be a good model and punishing the child by withdrawing some facilities) were non-significant between zones and between groups (preschool teacher, home science teachers and ICDS supervisors).

Thus, it may be concluded that the judges of different zones had consistency in their views regarding each text and illustrations of the problem.

Table 4.35 Inter-zone and inter-group reliability of behavioural problem, description and probable solutions (misbehaviour with others)

Aspects		Between Zones (n=150)	Between groups		
			Preschool teachers (n=50)	Home science teacher (n=50)	ICDS supervisors (n=50)
(i)	Text –I Pulling objects and taking other possessions without permission	0.816	0.231	0.222	0.712
(ii)	Illustration I	1.221	0.751	0.652	0.266
(ii)	Tex-II Not allowing others to carry work and makes loud noises	0.823	0.351	0.313	0.352
(iii)	Illustration II	0.514	0.293	0.284	0.313
(i)	Text I Using abusive language	0.188	0.061	0.033	0.415
(ii)	Illustration I	1.12	0.825	0.717	0.376
(i)	Text I Discouraging the child to indulge in misbehaviour	0.135	0.191	0.171	0.162
(ii)	Illustration I	0.500	0.192	0.212	0.224
(i)	Text II Making the child understand with love	0.456	0.176	0.134	0.213
(ii)	Illustration I Consistency in behaviour with child	0.383	0.118	0.126	0.220
(ii)	Text I Being a good model	1.240	0.303	0.313	0.314
	Text I Punishing the child in the form of withdrawal of love	0.182	0.050	0.060	0.615
(ii)	Illustration –I	0.322	0.265	0.271	0.362
		1.02	1.03	1.101	0.212

(iv) Cross cultural validity text of behavioural problem (misbehaviour with others) its description and probable solutions

The results ion the Table 4.36 shows that the description of the problem on (pulling objects and taking other's possessions without permission, not allowing others to carry work and making loud noises, using abusive language)

in each text and illustration had significant r-values of coefficient of correlation between five zones ranging from 0.50 to 0.8941.

Table 4.36 Cross-cultural validity of behavioural problem, description and probable solutions (Misbehaviour with others)

*(n=30)

Aspects		Kanpur (Zone-1)	Lucknow (Zone-2)	Jhansi (Zone-3)	Agra (Zone-4)	Faizabad (Zone-5)
(i)	Text -I Pulling objects and taking other possessions without permission					
	Zone-1		0.5923	0.5245	0.6213	0.6923
	Zone-2			0.6236	0.6377	0.6295
	Zone-3				0.6477	0.7319
	Zone-4					0.7388
(ii)	Illustration-I					
	Zone-1		0.6666	0.7231	0.6490	0.6373
	Zone-2			0.6650	0.6269	0.5381
	Zone-3				0.7672	0.6477
	Zone-4					0.7117
(iii)	Text-II Not allowing others to carry work and makes loud noises					
	Zone-1		0.6981	0.6981	0.7213	0.7388
	Zone-2			0.7244	0.7866	0.6346
	Zone-3				0.8080	0.5612
	Zone-4					0.7395
(iv)	Illustration-II					
	Zone-1		0.5828	0.7672	0.8731	0.6801
	Zone-2			0.6346	0.5000	0.6981
	Zone-3				0.8080	0.5612
	Zone-4					0.7395
(i)	Text -I Using abusive language					
	Zone-1		0.7148	0.8941	0.7103	0.7158
	Zone-2			0.6176	0.7173	0.8608
	Zone-3				0.7940	0.7190
	Zone-4					0.7076

(ii)	Illustration-I					
	Zone-1		0.6037	0.5336	0.8000	0.6977
	Zone-2			0.7413	0.6325	0.8912
	Zone-3				0.5628	0.7813
	Zone-4					0.5288
(i)	Text-I					
	Discouraging the child to indulge in misbehaviour activities					
	Zone-1		0.8913	0.8228	0.8694	0.8744
	Zone-2			0.7041	0.8151	0.9164
	Zone-3				0.8137	0.9130
	Zone-4					0.9461
(i)	Illustration-I					
	Zone-1		0.7319	0.6100	0.6346	0.7388
	Zone-2			0.6760	0.8866	0.8000
	Zone-3				0.5828	0.5109
	Zone-4					0.6981
(i)	Text-I					
	Making child understand with affection					
	Zone-1		0.6598	0.7912	0.5721	0.7081
	Zone-2			0.6906	0.7527	0.5781
	Zone-3				0.7291	0.6803
	Zone-4					0.6264
(i)	Illustration-I					
	Zone-1		0.7927	0.7259	0.7166	0.7980
	Zone-2			0.6082	0.6414	0.7060
	Zone-3				0.6689	0.7288
	Zone-4					0.6213
(i)	Text-I					
	Consistency in behaviour with child					
	Zone-1		0.8102	0.7912	0.9123	0.7712
	Zone-2			0.7712	0.7712	0.5233
	Zone-3				0.6213	0.6526
	Zone-4					0.7213
(ii)	Text-II					
	Being a good model					
	Zone-1		0.6652	0.8843	0.6698	0.8060
	Zone-2			0.6264	0.7527	0.5512
	Zone-3				0.5782	0.6881
	Zone-4					0.6698

(i)	Text-I					
	Punishing the child in the form of withdrawal of love, affection and facilities					
	Zone-1		0.6123	0.7223	0.6012	0.7312
	Zone-2			0.6502	0.6123	0.8123
	Zone-3				0.7123	0.7414
(ii)	Zone-4					0.8712
	Illustration-I					
	Zone-1		0.6552	0.6043	0.6789	0.6106
	Zone-2			0.6346	0.7572	0.5612
(iii)	Zone-3				0.5828	0.6981
	Zone-4					0.6789

* All r values of coefficient of correlation significant at 5 % level of significance

(ii) Zone-wise Content Validity Ratio (CVR) of behavioural problem

The results in the Table 4.37 indicate that the value of CVR regarding the description of the problem (pulling objects and taking other possessions without permission, not allowing others to carry work and making load noises, using abusive language) for each text and illustration was significant ranging from 0.60 to 0.82 for preschool teacher, home science teachers 0.58 to 0.78 and 0.50 to 0.86 for ICDS supervisors of all five zones.

The table shows that the value of CVR regarding the probable solutions of the problem (discouraging the child to indulge in such activities, making child understand with love, consistency (in behaviour and be a good model and punishing the child by withdrawing some facilities) for each text and illustration was significant ranging from 0.60 to 0.82 for preschool, home science teachers 0.55 to 0.80 and 0.50 to 0.86 for ICDS supervisors of all five zones.

Thus, it may be concluded that each text and illustration was valid to be included in the educational package.

Table 4.37 Zone-wise Content Validity Ratio (CVR) of behavioural problem, description and its probable solutions (misbehaviour with others)

Aspects	Kanpur (Zone 1)			Lucknow (Zone-2)			Jhansi (Zone 3)			Agra (Zone 4)			Faizabad (Zone 5)		
	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-supervisors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-supervisors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-supervisors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-supervisors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-supervisors (n=10)
(i) Text-I															
Pulling objects and taking other possessions without permission	0.71	0.70	0.60	0.60	0.58	0.60	0.65	0.64	0.50	0.60	0.59	0.50	0.77	0.76	0.73
(ii) Illustration I	0.60	0.59	0.50	0.77	0.76	0.60	0.50	0.51	0.77	0.71	0.69	0.73	0.60	0.60	0.59
(iii) Text-II	0.71	0.70	0.65	0.60	0.59	0.60	0.65	0.64	0.50	0.60	0.59	0.65	0.65	0.63	0.73
Not allowing others to carry worth and makes loud noises															
(iv) Illustration II	0.70	0.59	0.60	0.60	0.61	0.50	0.71	0.69	0.50	0.77	0.76	0.73	0.77	0.74	0.73
(i) Text I															
Using abusive language	0.65	0.63	0.60	0.65	0.59	0.73	0.77	0.76	0.60	0.71	0.69	0.86	0.71	0.70	0.73
(ii) Illustration I	0.77	0.76	0.73	0.65	0.59	0.73	0.71	0.69	0.60	0.82	0.80	0.86	0.65	0.63	0.66
(i) Text I															
Discouraging the child to indulge in misbehaviour	0.60	0.62	0.50	0.65	0.66	0.50	0.71	0.69	0.50	0.65	0.64	0.60	0.60	0.62	0.60
(ii) Illustration I	0.77	0.74	0.60	0.82	0.81	0.86	0.65	0.63	0.73	0.82	0.81	0.73	0.71	0.70	0.

Table 4.37 contd.

Aspects	Kanpur (Zone 1)			Lucknow (Zone-2)			Jhansi (Zone 3)			Agra (Zone 4)			Faizabad (Zone 5)		
	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS supervisors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS supervisors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS supervisors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS supervisors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS supervisors (n=10)
(i) Text II	0.71	0.72	0.86	0.60	0.59	0.86	0.77	0.76	0.94	0.71	0.70	0.73	0.82	0.80	0.70
(i) Making the child understand with love															
(ii) Illustration I	0.71	0.69	0.50	0.65	0.64	0.60	0.77	0.76	0.73	0.71	0.70	0.60	0.82	0.79	0.50
(i) Text I	0.71	0.69	0.50	0.65	0.63	0.60	0.77	0.76	0.73	0.60	0.59	0.50	0.65	0.64	0.50
(i) Consistency in behaviour with child															
(ii) Text II															
(i) Being a good model	0.71	0.69	0.86	0.60	0.59	0.94	0.82	0.80	0.73	0.71	0.70	0.60	0.82	0.81	0.60
(iii) Illustration I	0.60	0.59	0.60	0.65	0.59	0.50	0.71	0.70	0.60	0.87	0.81	0.50	0.77	0.74	0.50
(iv) Illustration II	0.71	0.70	0.86	0.60	0.59	0.86	0.77	0.76	0.60	0.65	0.64	0.73	0.77	0.75	0.73
(i) Text I															
(i) Punishing the child in the form of withdrawal of love	0.71	0.69	0.50	0.65	0.64	0.50	0.77	0.75	0.73	0.60	0.59	0.50	0.65	0.69	0.50
(ii) Illustration – I															

8. Hyperactive behaviour

(i) Inter-zone and inter-group reliability problem (Hyperactive behaviour)

The results in the Table 4.38 show that F values of ANOVA technique for each text and each illustration in the description of problem (child is hyperactive, not sit at one place for required time) were non-significant between zones as well as between groups (preschool teachers, home science teachers and ICDS supervisors).

The Table 4.38 also show that the F value of ANOVA technique for each text and each illustration in the probable solution (channelize the activities and increasing the span of time in particular activity) were non-significant between zones as well as between groups.

Thus, the results show that judges of different zones had consistency in their views regarding each text and each illustration included in the problem of hyperactive behaviour. Thus, the description and probable solutions of the problem were reliable to be covered in the educational package.

Table 4.38 Inter-zone and inter-group reliability of behavioural problem, description and probable solutions (hyperactive behaviour)

Aspects	Between Zones (n=150)	Between groups		
		Preschool teachers (n=50)	Home science teacher (n=50)	ICDS supervisors (n=50)
(i) Text-I Child is hyperactive	0.780	0.165	0.162	0.191
(ii) Tex-I Does not sit at one place for required time	0.621	0.411	0.391	0.200
(iii) Illustration I				
(i) Text I Channelizing the activities	0.212	0.461	0.411	0.437
(ii) Text II Increasing span of time in one activity	0.168	0.054	0.049	0.312
(iii) Illustration I	0.314	0.181	0.171	0.231

(ii) Cross cultural validity of behavioural problem (Hyperactive behaviour), its description and probable solutions

The results in the Table 4.39 indicated that the r-values of coefficient of correlation of different zones were significant for each level and illustration regarding the description of the problem (child is hyperactive and not sitting at one place for required time) ranging from 0.5825 to 0.9452. The table also shows that the each text and illustration regarding the probable solution of the problem (channelizing the activities and increasing span of time in one particular activity) had significant r-values of coefficient of correlation between zones ranging from 0.5213 to 0.9258.

Thus each text and illustration of the problem was valid to be included in educational package.

Table 4.39 Cross-cultural validity of behavioural problem, description and probable solutions (Hyperactive behaviour)

(n=30)

Aspects		Kanpur (Zone-1)	Lucknow (Zone-2)	Jhansi (Zone-3)	Agra (Zone-4)	Faizabad (Zone-5)
(i)	Text -I					
	Child is hyperactive					
	Zone-1		0.8000	0.8531	0.8826	0.8543
	Zone-2			0.6872	0.9042	0.6853
	Zone-3				0.7542	0.9013
(ii)	Zone-4					0.7542
	Text-II					
	Does not sit at one place for required time					
	Zone-1		0.8236	0.9452	0.7125	0.7943
	Zone-2			0.7243	0.6025	0.9345
(iii)	Zone-3				0.7845	0.6525
	Zone-4					0.5825
	Illustration-I					
	Zone-1		0.8345	0.9435	0.8912	0.5943
	Zone-2			0.8213	0.8221	0.7372
(iv)	Zone-3				0.9220	0.6156
	Zone-4					0.6243

(iv)	Text-I Channelizing the activities		0.6529	0.9243	0.5231	0.5242
	Zone-1			0.6249	0.5524	0.6245
	Zone-2				0.6271	0.5412
	Zone-3					0.8359
	Zone-4					
(i)	Text -II Increasing span of time in one activity		0.5982	0.5312	0.6287	0.6382
	Zone-1			0.7117	0.9045	0.7117
	Zone-2				0.9258	0.9432
	Zone-3					0.8275
	Zone-4					
(ii)	Illustration-I		0.7982	0.6542	0.9012	0.8231
	Zone-1			0.7212	0.7604	0.7276
	Zone-2				0.7572	0.7897
	Zone-3					0.8112
	Zone-4					

* All r-values of coefficient of correlation significant at 5 % level of significance

(ii) Zone-wise Content Validity Ratio (CVR) of behavioural problem (Hyperactive behaviour)

The results in the Table 4.40 show that the value of CVR for each text and illustration regarding the description of the problem (child is hyperactive, not sit at one place for required time) was significant ranging from 0.60 to 0.74 for the preschool teachers, home science teachers 0.55 to 0.82 and from 0.50 to 0.86 for the ICDS supervisors of all five zones.

The table also shows that the value of CVR for each text and illustration regarding the probable solution of the problem (child is hyperactive, not sitting at one place for required time) was significant ranging from 0.54 to 0.82 for preschool teachers of all five zones, home science teachers 0.052 to 0.84 and from 0.50 to 0.86 for the ICDS supervisors of all the five zones. Thus, it may be concluded that the content of each text and its matched illustration of the

Table 4.40 Zone-wise Content Validity Ratio (CVR) of behavioural problem, description and its probable solutions (Hyperactive behaviour)

Aspects	Kanpur (Zone 1)				Lucknow (Zone-2)				Jhansi (Zone 3)				Agra (Zone 4)				Faizabad (Zone 5)			
	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-visors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-visors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-visors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-visors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-visors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-visors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)
(i) Text -I Child is hyperactive	0.77	0.76	0.73	0.71	0.70	0.60	0.71	0.70	0.86	0.71	0.70	0.86	0.71	0.70	0.86	0.71	0.70	0.70	0.70	0.60
(ii) Tex-I Does not sit at one place for required time	0.82	0.80	0.60	0.65	0.63	0.68	0.72	0.76	0.60	0.60	0.60	0.59	0.86	0.71	0.70	0.71	0.70	0.70	0.70	0.73
(iii) Illustration I Text I Channelizing the activities	0.65	0.61	0.50	0.65	0.63	0.73	0.60	0.61	0.73	0.60	0.60	0.59	0.60	0.77	0.76	0.77	0.76	0.76	0.76	0.60
(i) Text II Increasing span of time in one activity	0.82	0.80	0.60	0.65	0.63	0.60	0.77	0.76	0.60	0.60	0.59	0.60	0.171	0.70	0.70	0.73	0.70	0.70	0.73	0.73
(iii) Illustration I	0.63	0.60	0.50	0.71	0.70	0.73	0.65	0.63	0.60	0.54	0.50	0.60	0.77	0.76	0.77	0.76	0.76	0.76	0.76	0.60

problem of hyperactive behaviour was valid to be included in the educational package.

9. Reluctance in speaking

(i) Inter-zone and inter-group reliability of behavioural problem (Reluctance in speaking)

The results in the Table 4.41 show that the values of ANOVA technique regarding the description of the problem (child talks less at school with peers and teachers) were non-significant between zones and between groups (preschool teachers, home science teachers and ICDS supervisors) for each text and each illustration.

The table shows that the F value of ANOVA technique regarding probable solutions (providing emotional support, praising the child in verbal activities like poem etc. involvement of child in verbal activities and motivating parents to participate with child more in verbal activities) in each text and illustration were non-significant between zones as well as between groups.

Thus, it may be concluded that the judges of different zones had consistency in their views on each text and illustration of the problem.

Table 4.41 Inter-zone and inter-group reliability of behavioural problem, description and probable solutions (Reluctance in speaking)

Aspects	Between Zones (n=150)	Between groups		
		Preschool teachers (n=50)	Home science teacher (n=50)	ICDS supervisors (n=50)
(i) Text -I Child talks less at school, with peers and teachers	0.803	0.177	0.162	0.189
(ii) Illustration I	0.713	0.412	0.313	0.245
(i) Tex-I Providing emotional support to the child	0.643	0.462	0.331	0.515
(ii) Text II Praising the child for verbal activities like poem etc.	0.777	0.500	0.412	0.510
(ii) Illustration-I	0.555	0.306	0.313	0.300
(i) Text I Involving child more in verbal activities	0.662	0.217	0.211	0.443
(ii) Illustration I	0.512	0.126	0.115	0.515
(i) Text I Motivating parents to participate with child more in verbal activities	0.751	0.238	0.211	0.199
(ii) Illustration I	0.542	0.200	0.198	0.197

(ii) Cross cultural validity test of behavioural problem (Reluctance in speaking), its description and probable solutions

The results in the Table 4.42 indicate that the r-values of coefficient of correlation between zones regarding the description of problem (child talks less at school with peers and teachers) were significant ranging from 0.6146 to 0.9157.

The Table 4.42 shows that the probable solutions from (providing emotional support, praising the child in verbal activities, involvement of child more in verbal activities, motivating parents to participate with child more in verbal activities) had the significant r-values of coefficient of correlation between zones ranging from 0.5393 to 0.9249 for each text and illustration.

Thus, it may be concluded that the significant coefficient of correlation between judges of different zones shows that the judges were of the view that each text and illustration depicts what is intends to depict.

Table 4.42 Cross-cultural validity of behavioural problem, description and probable solutions (Reluctance in speaking)

*(n=30)

Aspects		Kanpur (Zone-1)	Lucknow (Zone-2)	Jhansi (Zone-3)	Agra (Zone-4)	Faizabad (Zone-5)
(i)	Text-I					
	Child talks less at school with peers and teachers					
	Zone-1		0.6789	0.6981	0.7952	0.7128
	Zone-2			0.9012	0.8456	0.6146
(ii)	Illustration-I					
	Zone-1		0.6392	0.8631	0.7908	0.9157
	Zone-2			0.7350	0.8096	0.5218
	Zone-3				0.7592	0.6377
(i)	Text-II					
	Providing emotional support to the child					
	Zone-1		0.7319	0.6262	0.8269	0.9245
	Zone-2			0.8317	0.8166	0.6560
(ii)	Text-II					
	Praising the child in verbal activity like poem etc.					
	Zone-1		0.7494	0.8943	0.8612	0.7545
	Zone-2			0.6657	0.5468	0.5793
(i)	Illustration-I					
	Zone-1		0.7484	0.6891	0.6246	0.6302
	Zone-2			0.6792	0.6162	0.8471
	Zone-3				0.7298	0.5627
	Zone-4					0.7219

(i)	Text-I Involving child more in verbal activities					
	Zone-1		0.8392	0.7549	0.9281	0.8613
	Zone-2			0.8943	0.7684	0.7259
	Zone-3				0.6918	0.5992
	Zone-4					0.9257
(i)	Illustration-I					
	Zone-1		0.7884	0.9298	0.9275	0.8518
	Zone-2			0.8370	0.7295	0.9865
	Zone-3				0.8731	0.9245
	Zone-4					0.8080
(i)	Text-I Motivating parents to participate with child more in verbal activities					
	Zone-1		0.7684	0.8518	0.7018	0.6195
	Zone-2			0.9065	0.8943	0.8000
	Zone-3				0.8169	0.7219
	Zone-4					0.8666
(i)	Illustration-I					
	Zone-1		0.8418	0.8218	0.6195	0.7689
	Zone-2			0.9249	0.7290	0.8965
	Zone-3				0.7219	0.8942
	Zone-4					0.8000

* All r values of coefficient of correlation significant at 5 % level of significance

(iii) Zone-wise Content Validity Ratio (CVR) of behavioural problem (Reluctance in speaking)

The results in the Table 4.43 show that the values of CVR regarding the description of problem (child talks less at school with peers and teachers) was significant ranging from 0.54 to 0.77 for preschool teachers, home science teachers 0.52 to 0.82 to all zones and 0.50 to 0.86 for ICDS supervisors for each text and illustration of all zones.

Table 4.43 Zone-wise Content Validity Ratio (CVR) of behavioural problem, description and its probable solutions (Reluctance in speaking)

Aspects	Kanpur (Zone 1)				Lucknow (Zone-2)				Jhansi (Zone 3)				Agra (Zone 4)				Faizabad (Zone 5)			
	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-visors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-visors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-visors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-visors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-visors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-visors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)
Child talks at school, with peers and teachers	0.77	0.75	0.73	0.71	0.59	0.60	0.71	0.69	0.86	0.71	0.70	0.86	0.71	0.70	0.71	0.72	0.72	0.60	0.72	0.60
Illustration I	0.65	0.63	0.50	0.71	0.70	0.73	0.71	0.59	0.73	0.65	0.64	0.60	0.54	0.53	0.60	0.77	0.75	0.50	0.76	0.50
Providing emotional support to the child	0.71	0.70	0.82	0.82	0.81	0.81	0.86	0.94	0.93	0.73	0.73	0.88	0.85	0.85	0.60	0.60	0.77	0.76	0.77	0.50
Praising the child for verbal activities like poem etc.	0.82	0.81	0.73	0.88	0.87	0.86	0.77	0.95	0.73	0.73	0.88	0.85	0.73	0.77	0.77	0.78	0.78	0.50	0.78	0.50
Illustration I	0.82	0.81	0.73	0.69	0.60	0.82	0.80	0.60	0.88	0.82	0.86	0.82	0.79	0.60	0.71	0.69	0.60	0.88	0.85	0.73
Involving child more in verbal activities	0.71	0.69	0.60	0.88	0.82	0.80	0.80	0.60	0.88	0.85	0.85	0.60	0.75	0.71	0.69	0.50	0.65	0.64	0.64	0.50
Illustration I	0.71	0.69	0.50	0.82	0.80	0.60	0.77	0.75	0.75	0.50	0.71	0.69	0.50	0.71	0.69	0.60	0.71	0.70	0.73	0.73
Motivating parents to participate with child more in verbal activities	0.71	0.64	0.50	0.65	0.63	0.63	0.94	0.77	0.75	0.60	0.88	0.87	0.60	0.87	0.60	0.82	0.80	0.86	0.80	0.86
Illustration I	0.65	0.63	0.60	0.71	0.69	0.73	0.77	0.75	0.60	0.88	0.87	0.82	0.60	0.88	0.82	0.60	0.59	0.60	0.60	0.60

The Table 4.43 shows that the value of CVR for the probable solutions (providing emotional security, praising the child in verbal activities like poem etc., involvement of child in verbal activities and motivating parents to participate with child more in verbal activities) both for each text and illustration was significant ranging from 0.65 to 0.88 for preschool teachers, home science teachers 0.60 to 0.84 and ranging from 0.50 to 0.86 for ICDS supervisors of all five zones.

10. Defect in speech

(i) Inter-zone and inter-group reliability of behavioural problem (defect in speech)

The result in the Table 4.44 indicates that F value of ANOVA technique regarding the description of the problem (repetition of words, speaking unclear words and stuttering) for each text and illustration were non-significant between zones and between groups.

The Table 4.44 shows that the F values of ANOVA technique regarding the probable solutions (not referring the child as stammerer, not allowing other children to make fun of child's speech, not forcing the child to speak in front of others, providing emotional support to the child, discussing with the parents to consult the doctor in severe cases) for each text and illustration were non-significant between zones and between groups (preschool teachers, home science teachers and ICDS supervisors). Thus, it may be concluded that because of consistency in views of different judges of five zones each text and illustration was reliable to be covered in educational package.

Table 4.44 Inter-zone and inter-group reliability of behavioural problem, description and probable solutions (Defects in speech)

Aspects	Between Zones (n=150)	Between groups		
		Preschool teachers (n=50)	Home science teacher (n=50)	ICDS supervisors (n=50)
(i) Text -I Repetition of words	0.800	0.061	0.053	0.182
(ii) Tex-II Speaking unclear words	0.715	0.313	0.314	0.223
(iii) Text III Stuttering	0.631	0.218	0.213	0.446
(iv) Illustration I	0.353	0.256	0.245	0.065
(i) Text I Not allowing other children to make fun of child's speech	0.734	0.012	0.023	0.012
(ii) Illustration I	0.500	0.176	0.168	0.108
(i) Text I Not referring the child as stammerer	0.182	0.434	0.345	0.423
(ii) Illustration I	0.583	0.167	0.158	0.727
(i) Text I Not forcing the child to speak or any verbal activity in front of others	1.22	0.125	0.308	0.308
(ii) Illustration I	0.539	0.200	0.235	0.335
(i) Text I Providing emotional support to the child	0.631	0.125	0.131	0.998
(ii) Illustration I	0.136	0.208	0.212	0.886
(i) Text I Suggesting the parents to consult the doctor in severe cases	0.235	0.307	0.312	0.126
(ii) Illustration I	0.418	0.118	0.118	0.998

(ii) Cross cultural validity test of behavioural problem (Defects in speech), its description and probable solutions

The results in the Table 4.45 show that the r-values of coefficient of correlation between five zones regarding the description of the problem

(Repetition of words, speaking unclear words and stuttering) for each text and illustration were significant ranging from 0.5012 to 0.9426.

The Table 4.45 also shows that the r-values of coefficient of correlation between five zones regarding the probable solutions (not referring the child as stammerer, not allowing other children to make fun of child's speech, not to forcing the child to speak in front of others, providing emotional support to the child, discussing with the parents in consult the doctor in severe cases) for each text and illustration were significant ranging from 0.50 to 0.9504.

Thus, it may be concluded that because of significant correlation between judges response of five zones, it shows that each text and illustration depicts what it intends to depict and were valid to be included in the educational package.

Table 4.45 Cross-cultural validity of behavioural problem, description and probable solutions (Defects in speech)

(n=30)

Aspects		Kanpur (Zone-1)	Lucknow (Zone-2)	Jhansi (Zone-3)	Agra (Zone-4)	Faizabad (Zone-5)
(i)	Text -I					
	Repetition of words					
	Zone-1		0.8163	0.8523	0.8812	0.8526
	Zone-2			0.6749	0.8912	0.6423
(ii)	Zone-3				0.7312	0.8912
	Zone-4					0.7346
	Text-II					
	Speaking unclear words					
	Zone-1		0.8812	0.8526	0.7012	0.8123
	Zone-2			0.7525	0.6123	0.8973
	Zone-3				0.8125	0.7025
	Zone-4					0.6015

(iii)	Text-II					
	Stuttering					
	Zone-1		0.8412	0.7036	0.6012	0.9345
	Zone-2			0.8024	0.6215	0.8024
	Zone-3				0.7012	0.6223
(iv)	Zone-4					0.9012
	Illustration-I					
	Zone-1		0.8213	0.9426	0.9012	0.6023
	Zone-2			0.8723	0.8221	0.7170
	Zone-3				0.9420	0.5856
(i)	Zone-4					0.5934
	Text-I					
	Not allowing other children to make fun of child's speech					
	Zone-1		0.5743	0.8294	0.7636	0.9504
	Zone-2			0.6871	0.5836	0.5442
(i)	Zone-3				0.8489	0.7718
	Zone-4					0.9353
	Illustration-I					
	Zone-1		0.8339	0.8759	0.5708	0.9057
	Zone-2			0.8108	0.5288	0.8389
(i)	Zone-3				0.6718	0.7338
	Zone-4					0.6416
	Text-I					
	Not referring the child as stammerer					
	Zone-1		0.6825	0.9034	0.6789	0.8106
(i)	Zone-2			0.6246	0.7527	0.5521
	Zone-3				0.5628	0.6781
	Zone-4					0.6689
	Illustration-I					
	Zone-1		0.5628	0.7462	0.8631	0.6701
(i)	Zone-2			0.6246	0.5000	0.6781
	Zone-3				0.7980	0.5512
	Zone-4					0.7295

(i)	Text-I Not forcing the child to speak or any verbal activity in presence of class		0.6781	0.6523	0.8000	0.7288
	Zone-1			0.9213	0.8466	0.6253
	Zone-2				0.8666	0.6246
	Zone-3					0.7319
	Zone-4					
(ii)	Illustration-I		0.6266	0.8692	0.7992	0.9257
	Zone-1			0.7560	0.8170	0.5283
	Zone-2				0.7527	0.6372
	Zone-3					0.7217
	Zone-4					
(i)	Text-I Providing emotional support to the child and search for disturbing experiences		0.6997	0.6372	0.6195	0.6123
	Zone-1			0.5992	0.7298	0.7591
	Zone-2				0.6589	0.6678
	Zone-3					0.8000
	Zone-4					
(ii)	Illustration-I		0.8935	0.8925	0.8213	0.6666
	Zone-1			0.8215	0.8108	0.8256
	Zone-2				0.9265	0.8122
	Zone-3					0.9320
	Zone-4					
(i)	Text-I Suggesting the parents to consult the doctor in severe cases		0.6923	0.6387	0.8912	0.7747
	Zone-1			0.5923	0.8915	0.7258
	Zone-2				0.8412	0.6488
	Zone-3					0.6182
	Zone-4					
(i)	Illustration-I		0.6823	0.6477	0.8812	0.7791
	Zone-1			0.5993	0.8943	0.7213
	Zone-2				0.8401	0.6588
	Zone-3					0.6282
	Zone-4					

* All r values of coefficient of correlation significant at 5 % level of significance

(ii) Zone-wise Content Validity Ratio (CVR) of behavioural problem (Defects in speech)

The results in the Table 4.46 show that the values of CVR regarding the description of the problem (Repetition of words, speaking unclear words and stuttering) for each text and illustration was + ranging from 0.60 to 0.88 for preschool teachers, home science teachers 0.55 to 0.90 and 0.50 to 0.94 for ICDS supervisors.

The Table 4.46 shows that the values of CVR regarding the probable solutions (not referring the child as stammerer, not allowing other children to make fun of child's speech, not to forcing the child to speak in front of others, providing emotional support to the child discussing with the parents to consult the doctor in severe cases) for each text and illustration was significant ranging from 0.60 to 0.88 for preschool teachers, home science teachers 0.54 to 0.87 and 0.50 to 0.86 for ICDS supervisors.

Thus, it may be concluded that each text and illustration was valid to be covered in educational package.

B. Food/Eating problems

1. Inappropriate food habits

(i) Inter-zone and inter-group reliability of food eating problems (Inappropriate food habits)

The results in the Table 4.47 show that F values of ANOVA technique for each text and illustration (sloppiness in eating, unable to hold the utensil properly, grabbing the food instead of asking/requesting for food, licking fingers while eating food with dirty hands, playing while meal) were non-significant between zones as well as between groups (preschool teachers, home science teachers and ICDS supervisors).

Table 4.46 Zone-wise Content Validity Ratio (CVR) of behavioural problem, description and its probable solutions (Defects in speech)

Aspects	Kanpur (Zone 1)	Lucknow (Zone-2)			Jhansi (Zone 3)			Agra (Zone 4)			Faizabad (Zone 5)		
		Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-visors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-visors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-visors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-visors (n=10)
(i)	Text -I Repetition of words	0.88	0.85	0.73	0.82	0.81	0.73	0.82	0.81	0.94	0.82	0.81	0.94
(ii)	Text-II Speaking unclear words	0.82	0.81	0.86	0.82	0.81	0.73	0.82	0.81	0.73	0.88	0.84	0.77
(iii)	Text III Stuttering	0.71	0.69	0.60	0.65	0.64	0.94	0.71	0.69	0.86	0.88	0.94	0.60
(iv)	Illustration I	0.65	0.62	0.50	0.65	0.63	0.73	0.160	0.59	0.73	0.60	0.63	0.59
(i)	Text I												
(i)	Not allowing other children to make fun of child's speech	0.65	0.64	0.73	0.88	0.84	0.86	0.77	0.76	0.73	0.71	0.69	0.73
(ii)	Illustration I	0.71	0.69	0.60	0.65	0.64	0.86	0.82	0.81	0.73	0.77	0.75	0.65
(i)	Text I												
(i)	Not referring the child as stammerer	0.71	0.69	0.86	0.60	0.59	0.94	0.82	0.83	0.73	0.712	0.70	0.60
(ii)	Illustration I	0.77	0.75	0.50	0.77	0.76	0.86	0.71	0.74	0.73	0.65	0.64	0.50

Table 4.46 contd.

Aspects	Kanpur (Zone 1)			Lucknow (Zone-2)			Jhansi (Zone 3)			Agra (Zone 4)			Faizabad (Zone 5)		
	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-supervisors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-supervisors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-supervisors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-supervisors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-supervisors (n=10)
(i) Text I															
	Not forcing the child to speak or any verbal activity in front of others	0.77	0.76	0.73	0.88	0.85	0.60	0.82	0.81	0.73	0.82	0.80	0.86	0.77	0.76
(ii) Illustration I															
(i) Text I	Providing emotional support to the child	0.60	0.59	0.60	0.88	0.85	0.60	0.77	0.75	0.50	0.71	0.70	0.73	0.71	0.69
(ii) Illustration I															
(i) Text I	Suggesting the parents to consult the doctor in severe cases	0.68	0.68	0.50	0.60	0.60	0.50	0.71	0.70	0.60	0.62	0.60	0.62	0.77	0.75
(ii) Illustration I															

The Table 4.47 also show that the F value of ANOVA technique for each text and illustration (being a good model, providing enough time to the child for taking meals, sitting with the child during meal, encouraging the child for appropriate food habits, developing habit of washing hands before and after meal and motivating parents to develop- good food habits in child) were non-significant between zones as well as between groups. Thus, the results show that judges of all the five zones had consistency in their views regarding each text and illustration included in the problem of inappropriate food habits. Thus, the description and probable solutions of the problem were reliable to be covered in the educational package.

Table 4.47 Inter-zone and inter-group reliability of food/eating problem, description and probable solutions (Inappropriate food habits)

Aspects	Between Zones (n=150)	Between groups		
		Preschool teachers (n=50)	Home science teacher (n=50)	ICDS supervisors (n=50)
(i) Text -I				
Sloppiness in eating	0.455	0.512	0.411	0.615
(ii) Illustration I	0.500	0.500	0.412	0.662
(iii) Tex-II				
Unable to hold the eating utensil properly	0.492	0.313	0.300	0.398
(iv) Illustration II	0.493	0.362	0.267	0.382
(iii) Text I				
Grabbing the food instead of asking/requesting for food	0.789	0.231	0.212	0.812
(ii) Illustration I	0.352	0.162	0.212	0.213
(iii) Text II				
Licking fingers while eating	0.818	0.231	0.212	0.712
(iv) Illustration II	0.421	0.136	0.122	0.356
(i) Text I				
Eating food with dirty hands	0.631	0.135	0.111	1.261
(ii) Illustration I	0.136	0.207	0.211	0.712
(iii) Text II				
Playing while meal	0.500	0.118	0.112	0.700

(iv)	Illustration II	0.833	0.436	0.312	0.512
(i)	Text I				
	Being a good model	0.385	0.115	0.113	0.616
(ii)	Illustration I	0.411	0.162	0.151	0.235
(iv)	Illustration II	0.401	0.153	0.142	0.235
(i)	Text I				
	Providing enough time for taking meals	0.613	0.431	0.312	0.221
(ii)	Illustration I	0.581	0.211	0.201	0.421
(i)	Text I				
	Sitting with the child during meal	0.193	0.051	0.041	0.511
(ii)	Text II				
	Teaching efficient food habits	0.178	0.063	0.051	0.361
(iii)	Illustration I	0.331	0.189	0.171	0.231
(i)	Text I				
	Encouraging the child to have habit of washing hands before and after meal	1.121	0.301	0.312	0.461
(ii)	Illustration I	1.541	1.201	1.011	0.500
(i)	Text I				
	Motivating parents to develop good food habits in child	0.450	0.116	0.112	0.712
(ii)	Illustration I	0.810	0.431	0.345	0.413
(iii)	Illustration II	0.512	0.118	0.112	0.662

(ii) Cross cultural validity test of food/eating problems (Inappropriate food habits), its description and probable solutions

The results in the Table 4.48 show that the r-values of coefficient of correlation for each text and illustrations regarding the description of problem (sloppiness in eating, unable to hold the utensil properly, grabbing the food instead of asking/requesting for food, licking fingers while eating food with dirty hands, playing while meal) were significant between zones ranging from 0.5333 to 0.9420. In case of each text and illustration regarding the probable solutions (being a good model, providing enough time to the child for taking meals, sitting with the child during meal, encouraging the child for appropriate food habits, developing habit of washing hands before and after meal and motivating parents

to develop good food habits in child), the r-values of coefficient of correlation were significant between zones ranging from 0.5012 to 0.9434.

Thus, it may be concluded that the judges of different zones have of the view that each text and illustration included in the problem depicts what it intends to depict and the text and illustrations.

Table 4.48 Cross-cultural validity of food/eating problem, description and probable solutions (Inappropriate food habits)

**(n=30)*

Aspects		Kanpur (Zone-1)	Lucknow (Zone-2)	Jhansi (Zone-3)	Agra (Zone-4)	Faizabad (Zone-5)
(i)	Text -I					
	Sloppiness in eating					
	Zone-1		0.7319	0.5925	0.7458	0.8169
	Zone-2			0.6259	0.7912	0.8256
(ii)	Zone-3				0.8107	0.7425
	Zone-4					0.8912
	Illustration-I					
	Zone-1		0.7319	0.5925	0.7458	0.8179
(iii)	Zone-2			0.6259	0.7912	0.8256
	Zone-3				0.8107	0.7425
	Zone-4					0.8912
	Text-II					
(iv)	Unable to hold the utensil properly					
	Zone-1		0.7048	0.5948	0.6126	0.7243
	Zone-2			0.6549	0.6781	0.8000
	Zone-3				0.7453	0.6235
(iv)	Zone-4					0.7856
	Illustration-I					
	Zone-1		0.7048	0.5948	0.6126	0.7243
	Zone-2			0.6549	0.6781	0.8000
(iv)	Zone-3				0.7453	0.6235
	Zone-4					0.7856

(i)	Text-I Grabbing the food instead of asking/requesting for food		0.7432	0.8345 0.8942	0.9012 0.8069	0.6542 0.8746
	Zone-1					
	Zone-2					
	Zone-3					
	Zone-4					
(i)	Illustration-I		0.6542	0.9256 0.7345	0.8928 0.6957	0.7425 0.8525
	Zone-1					
	Zone-2					
	Zone-3					
	Zone-4					
(i)	Text-II Licking fingers while eating		0.7432	0.8945 0.8942	0.9012 0.8069	0.6542 0.8746
	Zone-1					
	Zone-2					
	Zone-3					
	Zone-4					
(i)	Illustration-II		0.6953	0.9248 0.9123	0.7180 0.7472	0.6595 0.7234
	Zone-1					
	Zone-2					
	Zone-3					
	Zone-4					
(i)	Text-I Eating food with dirty hands		0.6789	0.9243 0.6789	0.5333 0.5828	0.5642 0.6100
	Zone-1					
	Zone-2					
	Zone-3					
	Zone-4					
(ii)	Illustration-I		0.8080	0.6770 0.7117	0.9420 0.7604	0.8731 0.7672
	Zone-1					
	Zone-2					
	Zone-3					
	Zone-4					
(i)	Text-I Playing while meal		0.6282	0.5612 0.7117	0.6789 0.9318	0.6282 0.7117
	Zone-1					
	Zone-2					
	Zone-3					
	Zone-4					

(ii)	Illustration-II					
	Zone-1		0.7584	0.6981	0.6346	0.6303
	Zone-2			0.6857	0.6262	0.8571
	Zone-3				0.7388	0.5727
	Zone-4					0.7319
(i)	Text-I					
	Being a good model					
	Zone-1		0.7295	0.7684	0.8965	0.8465
	Zone-2			0.9325	0.7980	0.8631
	Zone-3				0.8418	0.9418
	Zone-4					0.9145
(ii)	Illustration-I					
	Zone-1		0.9165	0.8418	0.8069	0.9045
	Zone-2			0.7484	0.9434	0.8270
	Zone-3				0.7018	0.9118
	Zone-4					0.7450
(i)	Text-I					
	Providing enough time for taking meals					
	Zone-1		0.7550	0.5833	0.9145	0.8370
	Zone-2			0.7484	0.8169	0.8133
	Zone-3				0.6162	0.6757
	Zone-4					0.9065
(i)	Illustration-I					
	Zone-1		0.8742	0.7949	0.7349	0.6666
	Zone-2			0.9145	0.8170	0.9353
	Zone-3				0.9065	0.8169
	Zone-4					0.8143
(i)	Text-I					
	Sitting with the child during meal					
	Zone-1		0.6585	0.9434	0.5333	0.5642
	Zone-2			0.6589	0.5748	0.6210
	Zone-3				0.6781	0.5412
	Zone-4					0.8069
(ii)	Text-I					
	Teaching appropriate food habits					
	Zone-1		0.6282	0.5612	0.6789	0.6282
	Zone-2			0.7117	0.9318	0.7117
	Zone-3				0.6528	0.9123
	Zone-4					0.8759

(i)	Illustration-I					
	Zone-1		0.7945	0.6542	0.9342	0.8531
	Zone-2			0.7115	0.7504	0.7672
	Zone-3				0.7572	0.7897
	Zone-4					0.8221
(i)	Text-I					
	Encouraging the child to have habit of washing hands before and after meals					
	Zone-1		0.7182	0.8471	0.8756	0.8000
	Zone-2			0.8471	0.8766	0.8000
	Zone-3				0.7484	0.6857
	Zone-4					0.9034
(i)	Illustration-I					
	Zone-1		0.5012	0.6712	0.5012	0.9123
	Zone-2			0.6343	0.8121	0.7234
	Zone-3				0.5012	0.7434
	Zone-4					0.5023
(i)	Text-I					
	Motivating parents to develop good food habits in child					
	Zone-1		0.6460	0.7572	0.5728	0.6689
	Zone-2			0.7219	0.8566	0.8000
	Zone-3				0.6246	0.5612
	Zone-4					0.0000
(ii)	Illustration-I					
	Zone-1		0.7774	0.6580	0.7189	0.9457
	Zone-2			0.8470	0.7672	0.8221
	Zone-3				0.7388	0.6953
	Zone-4					0.7604
(iii)	Illustration-II					
	Zone-1		0.7650	0.6477	0.9012	0.6789
	Zone-2			0.7118	0.7650	0.6981
	Zone-3				0.6477	0.6282
	Zone-4					0.6789

* All r-values of coefficient of correlation significant at 5 % level of significance

**(ii) Zone-wise Content Validity Ratio (CVR) of food problem
(Inappropriate food habits)**

The results in the Table 4.49 show that the preschool teachers and home science teachers of five zones had the significant value of CVR ranging from 0.60 to 0.94 and 0.54 to 0.91 text and illustrations covered in the description of problem (sloppiness in eating, unable to hold the utensil properly, grabbing the food instead of asking/requesting for food, licking figures while eating food with dirty hands, playing while meal) whereas in case of ICDS supervisors content validity ratio is ranged form 0.50 to 0.86 which was also significant.

Thus, it may be concluded that the each text and illustration shown is valid to be taken into educational package.

Table 4.49 Zone-wise Content Validity Ratio (CVR) of food/eating problem description and its probable solutions (Inappropriate food habits)

Aspects	Kanpur (Zone 1)				Lucknow (Zone-2)				Jhansi (Zone 3)				Agra (Zone 4)				Faizabad (Zone 5)			
	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS supervisors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS supervisors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS supervisors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS supervisors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS supervisors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS supervisors (n=10)		
(i) Text-I Stoppiness in eating	0.71	0.69	0.73	0.82	0.81	0.88	0.77	0.76	0.50	0.77	0.76	0.73	0.82	0.81	0.81	0.82	0.81	0.73		
(ii) Illustration 1	0.71	0.69	0.73	0.82	0.69	0.86	0.77	0.74	0.50	0.77	0.176	0.73	0.82	0.81	0.81	0.82	0.81	0.81	0.73	
(iii) Text-II Unable to hold the eating utensil properly	0.71	0.64	0.73	0.77	0.76	0.73	0.71	0.74	0.60	0.82	0.81	0.73	0.88	0.85	0.85	0.88	0.85	0.85	0.73	
(iv) Illustration II	0.71	0.64	0.73	0.77	0.76	0.73	0.71	0.74	0.60	0.82	0.81	0.73	0.88	0.85	0.85	0.88	0.85	0.85	0.73	
(iii) Text-I Grabbing the food instead of asking/requesting for food	0.71	0.70	0.66	0.82	0.80	0.73	0.88	0.84	0.50	0.77	0.76	0.60	0.88	0.86	0.86	0.88	0.86	0.86	0.73	
(ii) Illustration I	0.82	0.84	0.73	0.82	0.81	0.60	0.88	0.86	0.50	0.71	0.69	0.73	0.88	0.86	0.86	0.88	0.86	0.86	0.73	
(iii) Text-II Licking fingers while eating	0.71	0.73	0.66	0.82	0.81	0.73	0.88	0.86	0.50	0.77	0.76	0.60	0.88	0.85	0.85	0.88	0.85	0.85	0.73	
(iv) Illustration II	0.71	0.69	0.60	0.77	0.71	0.73	0.72	0.70	0.60	0.88	0.88	0.60	0.88	0.85	0.85	0.88	0.85	0.85	0.73	
(i) Text I Eating food with dirty hands	0.65	0.64	0.73	0.88	0.81	0.86	0.77	0.75	0.73	0.71	0.71	0.73	0.65	0.64	0.64	0.65	0.64	0.64	0.60	
(ii) Illustration I	0.71	0.69	0.60	0.65	0.62	0.86	0.82	0.81	0.73	0.70	0.77	0.73	0.65	0.64	0.64	0.65	0.64	0.64	0.50	

Playing while meal	0.82	0.81	0.86	0.82	0.81	0.73	0.82	0.81	0.94	0.82	0.77	0.94	0.77	0.75	0.73
(iv) Illustration II	0.65	0.64	0.50	0.65	0.64	0.73	0.60	0.59	0.73	0.68	0.60	0.60	0.77	0.75	0.60
(i) Text I	0.82	0.81	0.60	0.71	0.70	0.50	0.60	0.60	0.73	0.72	0.82	0.50	0.65	0.64	0.73
(i) Being a good model	0.71	0.69	0.73	0.88	0.86	0.50	0.65	0.69	0.60	0.60	0.77	0.86	0.77	0.78	0.50
(ii) Illustration I	0.71	0.69	0.60	0.88	0.86	0.60	0.65	0.69	0.60	0.60	0.77	0.86	0.77	0.78	0.50
(i) Text I	0.71	0.69	0.60	0.88	0.86	0.60	0.50	0.51	0.73	0.68	0.82	0.50	0.77	0.76	0.73
Providing enough time for taking meals															
(ii) Illustration I	0.65	0.64	0.50	0.82	0.81	0.60	0.77	0.78	0.60	0.58	0.88	0.46	0.82	0.81	0.73
Sitting with the child during meal															
(ii) Illustration I	0.77	0.74	0.73	0.71	0.70	0.60	0.71	0.70	0.86	0.71	0.71	0.86	0.71	0.70	0.60
Teaching efficient food habits															
(ii) Illustration I	0.82	0.81	0.60	0.65	0.64	0.60	0.77	0.74	0.60	0.60	0.59	0.86	0.71	0.69	0.73
(iii) Illustration I	0.65	0.64	0.50	0.171	0.69	0.73	0.65	0.63	0.60	0.54	0.58	0.60	0.77	0.74	0.46
Encouraging the child to have habit of washing hands before and after meal															
(ii) Illustration I	0.71	0.71	0.69	0.73	0.82	0.81	0.86	0.77	0.76	0.50	0.77	0.74	0.73	0.82	0.81
(iii) Illustration II	0.65	0.64	0.60	0.73	0.77	0.74	0.94	0.60	0.59	0.94	0.82	0.81	0.73	0.71	0.60
Motivating parents to develop good food habits in child															
(ii) Illustration I	0.60	0.61	0.50	0.65	0.63	0.73	0.82	0.81	0.60	0.60	0.71	0.69	0.73	0.60	0.59
(iii) Illustration II	0.71	0.74	0.60	0.77	0.76	0.86	0.712	0.70	0.50	0.65	0.64	0.73	0.82	0.81	0.60

2. Lack of interest in eating

(i) Inter-zone and inter-group reliability of food/eating problem (lack of interest in eating)

The results in the Table 4.50 show that the F values of ANOVA technique regarding the description of the problem (not eating food himself/ herself, child getting distracted while eating, throwing out the food, not wanting to eat food on any pre text) for each text and illustration were non-significant between zones and between groups (preschool teachers, home science teacher and ICDS supervisors).

The Table 4.50 also shows that the F values of ANOVA technique regarding the probable solution of the problem (letting the child eat independently even if spills the food, rewarding the child, motivating Parents to encourage the child for independent eating habits and not forcing the child to eat) for each text and illustration were non-significant between zones and between groups (preschool teacher, home science teachers and ICDS supervisors).

Thus, it may be concluded that judges of five zones had consistency in their response regarding the texts and illustrations and these were reliable to be included in the educational package.

Table 4.50 Inter-zone and inter-group reliability of food/eating problem, description and probable solutions (Lack of interest in eating)

Aspects		Between Zones (n=150)	Between groups		
			Preschool teachers (n=50)	Home science teacher (n=50)	ICDS supervisors (n=50)
(i)	Text -I Child does not eat food himself	0.191	0.151	0.116	0.161
(ii)	Tex-II Child gets distracted while eating	0.313	0.163	0.151	0.106
(iii)	Text III Child throws out the food while eating	0.414	0.256	0.214	0.139
(iv)	Text IV Child does not want to eat food on any pretest	0.515	0.181	0.171	0.172
(v)	Illustration I	0.167	0.063	0.052	0.358
(i)	Text I Not forcing the child to eat	0.321	0.276	0.213	0.056
(ii)	Illustration I	1.031	1.031	1.041	0.289
(i)	Text I Rewarding the child when he finishes the meal independently	0.727	0.162	0.153	0.512
(ii)	Illustration I	0.551	0.413	0.313	0.260
(i)	Text I Making the child independent in eating even if he/she spills the food	0.751	0.200	0.213	0.200
(ii)	Illustration I	0.512	0.200	0.210	1.300
(i)	Text I Motivating parents to encourage the child for independent eating habits	0.167	0.063	0.051	0.356
(ii)	Illustration I	0.634	0.135	0.113	1.371

(ii) Cross cultural validity of food/eating problem (Lack of interest in eating), description and probable solutions

The results in the Table 4.51 indicate that the r-values of coefficient of correlation between zones (not eating himself/herself, child getting distracted

while eating, throwing out the food, not wanting to eat food on any pretext) for each text and illustration were significant ranging from 0.6162 to 8940.

The Table 4.51 shows that the r-values of coefficient of correlation between zones regarding the probable solution of the problem (letting the child eat independently even if spills the food, rewarding the child, motivating parents to encourage the child for independent eating habits and not forcing the child to eat) for each text and illustration were significant ranging from 0.5123 to 0.9562.

Thus, it may be concluded that the judges of five zones had the significant correlation regarding the items of the problem and they were of the view that each text and illustration of the problem depicts what it intends to depict and these were valid to be included in the package.

Table 4.51 Cross-cultural validity of food/eating problem, description and probable solutions (Lack of interest in eating)

(n=30)

Aspects		Kanpur (Zone-1)	Lucknow (Zone-2)	Jhansi (Zone-3)	Agra (Zone-4)	Faizabad (Zone-5)
(i)	Text-I Child does not eat food himself		0.7301	0.7767	0.8514	0.7296
	Zone-1			0.8124	0.7985	0.9050
	Zone-2				0.6162	0.7213
	Zone-3					0.8623
(ii)	Text-II Child gets distracted while eating		0.7243	0.7707	0.8147	0.7469
	Zone-1			0.8146	0.7989	0.8940
	Zone-2				0.6162	0.7313
	Zone-4					0.8732
(iii)	Text-III Child throws out the food while eating		0.6992	0.7542	0.7894	0.7042
	Zone-1			0.7934	0.7817	0.8804
	Zone-2				0.6212	0.7213
	Zone-4					0.8532

(iv)	Text-IV Child does not want to eat food on any pretext		0.6612	0.7293 0.7644 0.7917 0.7797	0.7749 0.7517 0.6023 0.7597 0.7815 0.7749	0.7342 0.8542 0.7113 0.8492 0.8119 0.7164 0.8242 0.8117
	Zone-1					
	Zone-2					
	Zone-3					
	Zone-4					
(i)	Illustration-I					
	Zone-1					
	Zone-2					
	Zone-3					
	Zone-4					
(i)	Text-II Not forcing the child to eat		0.8912	0.7992 0.5392 0.7912	0.8792 0.6914 0.7912	0.8412 0.7912 0.6912 0.8912
	Zone-1					
	Zone-2					
	Zone-3					
	Zone-4					
(ii)	Illustration-I		0.8412	0.5123 0.7012 0.8312	0.7012 0.8912 0.6495	0.8621 0.8912 0.8934
	Zone-1					
	Zone-2					
	Zone-3					
	Zone-4					
(i)	Text-I Rewarding the child when he finishes the meal independently		0.7897	0.5109 0.6282 0.6981	0.5828 0.7118 0.8000	0.6760 0.6295 0.6405
	Zone-1					
	Zone-2					
	Zone-3					
	Zone-4					
(ii)	Illustration-I		0.9376	0.9063 0.8901 0.7543	0.7146 0.7779 0.7918	0.7666 0.8865 0.9562
	Zone-1					
	Zone-2					
	Zone-3					
	Zone-4					
(i)	Text-I Making the child independent in eating food even if he/she spills the food		7884	0.8618 0.7165 0.8269	0.7118 0.9034 0.7319	0.6295 0.8000 0.8866
	Zone-1					
	Zone-2					
	Zone-3					
	Zone-4					

(ii)	Illustration-I					
	Zone-1		0.8618	0.8618	0.6295	0.7884
	Zone-2			0.8942	0.7319	0.9165
	Zone-3				0.7319	0.9165
	Zone-4					0.8000
(i)	Text-I					
	Motivating parents to make child independent in eating food					
	Zone-1		0.6282	0.5612	0.6789	0.6282
	Zone-2			0.7117	0.9318	0.7118
	Zone-3				0.4528	0.9045
	Zone-4					0.8761
(ii)	Illustration-I					
	Zone-1		0.8080	0.6770	0.9420	0.8731
	Zone-2			0.7117	0.7604	0.7672
	Zone-3				0.7572	0.7897
	Zone-4					0.8221

* All r-values of coefficient of correlation significant at 5 % level of significance

(iii) Zone-wise Content Validity Ratio (CVR) of food/eating problem (lack of interest in eating)

The results in the Table 4.52 show that the F values of CVR of the description of the problem (not eating food himself/herself, child getting distracted while eating, throwing out the food, not wanting to eat food on any pretext) was significant ranging from 0.60 to 0.88 for preschool teachers, home science teachers 0.55 to 0.87 and 0.50 to 0.86 for ICDS supervisors for each text and illustration in all five zones.

The Table 4.52 shows that the value of CVR of the probable solution of the problem (letting the child eat independently even if spills the food, rewarding the child, motivating parents to encourage the child for independent eating habits) was significant ranging from 0.60 to 0.82 for preschool teachers and 0.50 to 0.86, for ICDS supervisors and 0.55 to 0.84 for home science teachers for each text and illustration of the problem.

Table 4.52 Zone-wise Content Validity Ratio (CVR) of food/eating problem description and its probable solutions (Lack of interest in eating)

Aspects	Kanpur (Zone 1)				Lucknow (Zone-2)				Jhansi (Zone 3)				Agra (Zone 4)				Faizabad (Zone 5)			
	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-visors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-visors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-visors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-visors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-visors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-visors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)
(i) Text -I Refuses to eat	0.60	0.59	0.60	0.65	0.64	0.50	0.50	0.71	0.70	0.60	0.60	0.82	0.81	0.50	0.50	0.77	0.76	0.76	0.76	0.50
(ii) Tex-II Child needs distracts while eating	0.776	0.175	0.73	0.71	0.69	0.50	0.50	0.71	0.70	0.86	0.71	0.72	0.86	0.71	0.71	0.69	0.69	0.69	0.69	0.60
(iii) Text III Child throws out the food while eating	0.65	0.62	0.60	0.71	0.69	0.73	0.77	0.76	0.60	0.88	0.78	0.73	0.82	0.82	0.81	0.81	0.81	0.81	0.81	0.60
(iv) Text IV Child does not want to eat food on any pretest	0.60	0.59	0.60	0.65	0.64	0.50	0.50	0.71	0.70	0.50	0.50	0.77	0.76	0.60	0.60	0.82	0.82	0.82	0.82	0.60
(v) Illustration I Text I (i) Not forcing the child to eat (ii) Illustration I	0.60	0.59	0.60	0.65	0.64	0.50	0.50	0.71	0.170	0.50	0.50	0.77	0.76	0.60	0.60	0.82	0.82	0.81	0.81	0.60

Table 4.52 contd.

Aspects	Kanpur (Zone 1)			Lucknow (Zone-2)			Jhansi (Zone 3)			Agra (Zone 4)			Faizabad (Zone 5)		
	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-visors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-visors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-visors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-visors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-visors (n=10)
(i) Text I Rewarding the child when he finishes the meal independently	0.71	0.70	0.60	0.65	0.64	0.60	0.71	0.64	0.186	0.77	0.76	0.86	0.88	0.86	0.73
(ii) Illustration I	0.60	0.59	0.60	0.65	0.63	0.50	0.71	0.69	0.50	0.77	0.76	0.160	0.82	0.81	0.60
(i) Text I Making the child independent in eating even if he/she spills the food	0.71	0.69	0.50	0.65	0.64	0.94	0.77	0.75	0.60	0.88	0.84	0.60	0.82	0.81	0.86
(ii) Illustration I	0.65	0.63	0.60	0.71	0.69	0.73	0.77	0.75	0.60	0.88	0.84	0.73	0.82	0.81	0.60
(i) Text I Motivating parents to encourage the child for independent eating habits	0.82	0.81	0.60	0.65	0.63	0.60	0.77	0.75	0.60	0.60	0.59	0.86	0.71	0.70	0.73
(ii) Illustration I	0.77	0.76	0.50	0.65	0.63	0.60	0.88	0.84	0.60	0.77	0.76	0.50	0.65	0.64	0.50

Problem of personal hygiene

Inappropriate personal hygiene

(i) Inter-zone and inter-group reliability of problem of personal hygiene (Inappropriate personal hygiene)

The results in Table 4.53 show that the F values of ANOVA technique for each text and each illustration for the description of the problem (not appearing clean, dirty clothes, foul smelling in breath, dirty hair with lice, dirty teeth, long and dirty nails) were non-significant both between zones as well as between groups (preschool teacher, home science teachers and ICDS supervisors).

The Table 4.53 shows that F values of ANOVA technique for each text and each illustration of the probable solutions (daily personal hygiene check of children, making child understand with love and keeping a monthly competition, making child understand about importance of cleanliness with different activities, communicating with parents about appropriate personal hygiene of child) were non-significant between zones as well as between groups.

Thus, it may be concluded that non-significant of F values of ANOVA technique for each text and each illustration on each page shows that judges of five zones had the consistency in their response regarding the text and its related illustration.

Table 4.53 Inter-zone and inter-group reliability of personal hygiene problem, description and probable solutions (Inappropriate personal hygiene)

Aspects		Between Zones (n=150)	Between groups		
			Preschool teachers (n=50)	Home science teacher (n=50)	ICDS supervisors (n=50)
(i)	Text -I				
	Child looks untidy	0.500	0.538	0.421	0.615
(ii)	Illustration I	0.381	0.238	0.241	0.096
(iii)	Tex-II				
	Bad smell comes from mouth	0.500	0.538	0.511	0.615
(iv)	Illustration I	0.100	0.389	0.312	0.562
(i)	Text I				
	Dirty hairs and lice problem	0.500	0.538	0.512	0.581
(ii)	Illustration I	0.417	0.154	0.143	0.312
(iii)	Text II				
	Dirty teeth	0.500	0.533	0.433	0.171
(iv)	Illustration II	0.512	0.238	0.212	0.192
(v)	Text III				
	Nails not cut properly	0.500	0.533	0.433	0.171
(vi)	Illustration III	0.381	0.238	0.212	0.192
(i)	Text I				
	Daily check of personal hygiene of child	0.771	0.500	0.499	0.667
(ii)	Illustration I	0.551	0.308	0.311	0.308
(i)	Text I				
	Making child understand with love and affection	1.261	0.303	0.311	0.461
(ii)	Text II				
	Not to ashame the child	0.411	0.154	0.121	0.235
(iii)	Illustration I	0.126	0.303	0.300	0.457
(i)	Text I				
	Teaching the child about proper hygiene through different activities	0.611	0.218	0.210	0.414
(ii)	Illustration I	0.381	0.211	0.200	0.421
(iii)	Illustration II	0.481	0.211	0.200	0.421
(iv)	Illustration III	0.442	0.242	0.211	0.272
(i)	Text I				
	Keeping monthly competition for proper hygiene	0.586	0.209	0.211	0.412
(ii)	Illustration I	0.551	0.311	0.310	0.306
(i)	Text I				
	Communicating to parents about personal hygiene of child	0.521	0.481	0.312	0.621
(ii)	Illustration I	0.100	0.442	0.312	0.354

(ii) Cross cultural validity test of problem of personal hygiene (Inappropriate personal hygiene), its description and probable solutions

The results in the Table 4.54 show that judges of five zones had the significant r-values of coefficient of correlation for each text and illustration description of the problem (not appearing clean, dirty clothes, foul smelling in breath, dirty hair with lice, dirty teeth, long and dirty nails) ranging from 0.5412 to 9436.

The Table 4.54 shows that the r-values of coefficient of correlation for each text and illustration of the problem (daily personal hygiene check of children, making child understand with love, keeping a monthly competition, making child understand about importance of cleanliness with different activities, communicating with parents about appropriate personal hygiene of child) were significant between zones ranging values from 0.5019 to 0.9476.

Thus, it may be concluded from the results that judges of different zones were of the view that each text and illustration in this problem shows what it intends to show and these were valid and stable to be covered in the educational package.

Table 4.54 Cross-cultural validity of problem of personal hygiene, description and probable solutions (Inappropriate personal hygiene)

*(n=30)

Aspects		Kanpur (Zone-1)	Lucknow (Zone-2)	Jhansi (Zone-3)	Agra (Zone-4)	Faizabad (Zone-5)
(i)	Text -I					
	Child looks untidy					
	Zone-1		0.6589	0.8000	0.5412	0.6881
	Zone-2			0.6670	0.7572	0.5728
(ii)	Zone-3				0.7219	0.6813
	Zone-4					0.6264
	Illustration-I					
	Zone-1		0.7982	0.7259	0.7166	0.7980
(iii)	Zone-2			0.6182	0.6414	0.7012
	Zone-3				0.6289	0.7288
	Zone-4					0.5992
	Text-III					
(iv)	Bad smell comes from mouth					
	Zone-1		0.6589	0.8000	0.5412	0.6881
	Zone-2			0.6670	0.7572	0.5728
	Zone-3				0.7219	0.6813
(i)	Zone-4					0.6264
	Illustration-I					
	Zone-1		0.6527	0.6670	0.8799	0.6546
	Zone-2			0.6990	0.6972	0.6246
(ii)	Zone-3				0.8141	0.7018
	Zone-4					0.5737
	Text-I					
	Dirty hair and lice problem					
(i)	Zone-1		0.6672	0.7527	0.5787	0.6698
	Zone-2			0.7291	0.8766	0.8000
	Zone-3				0.6264	0.5521
	Zone-4					0.8000
(ii)	Illustration-I					
	Zone-1		0.7117	0.7118	0.6282	0.7897
	Zone-2			0.6346	0.7388	0.6100
	Zone-3				0.6981	0.7650
(iii)	Zone-4					0.5109

(iii)	Text-II Dirty teeth		0.6672	0.7527	0.5787	0.6698
	Zone-1			0.7291	0.8766	0.8000
	Zone-2				0.6264	0.5521
	Zone-3					0.8000
	Zone-4					
(iv)	Illustration-II		0.8234	0.9436	0.9012	0.6024
	Zone-1			0.8734	0.8221	0.7170
	Zone-2				0.9420	0.6256
	Zone-3					0.6034
	Zone-4					
(v)	Text-III Nails are not cut regularly		0.6672	0.7527	0.5787	0.6698
	Zone-1			0.7291	0.8766	0.8000
	Zone-2				0.6264	0.5521
	Zone-3					0.8000
	Zone-4					
(vi)	Illustration-I		0.7395	0.6666	0.7395	0.9375
	Zone-1			0.9034	0.9022	0.7804
	Zone-2				0.9121	0.7118
	Zone-3					0.7889
	Zone-4					
(i)	Text-I Daily observation of personal hygiene of child		0.7584	0.9034	0.8866	0.7650
	Zone-1			0.6857	0.5468	0.5793
	Zone-2				0.5727	0.6789
	Zone-3					0.6760
	Zone-4					
(ii)	Illustration-I		0.7584	0.6981	0.6346	0.6903
	Zone-1			0.6857	0.6262	0.8571
	Zone-2				0.7388	0.5727
	Zone-3					0.7319
	Zone-4					
(i)	Text-I Making child understand with love and affection		0.8576	0.9523	0.8192	0.9353
	Zone-1			0.8567	0.7011	0.5000
	Zone-2				0.9681	0.8037
	Zone-3					0.9067
	Zone-4					

(ii)	Text-II Not to ashame the child		0.7228	0.8160 0.6610 0.9559	0.8984 0.6317 0.7225	0.5642 0.7015 0.6548
	Zone-1					
	Zone-2					
	Zone-3					
	Zone-4					
(iii)	Illustration-I		0.7584	0.6981 0.6857 0.7388	0.6346 0.6262 0.5727	0.6903 0.8571 0.7319
	Zone-1					
	Zone-2					
	Zone-3					
	Zone-4					
(i)	Text-I Teaching the child about proper hygiene through stories and poems		0.8970	0.7650 0.9034 0.7118	0.9318 0.7884 0.6666	0.8731 0.7395 0.9375
	Zone-1					
	Zone-2					
	Zone-3					
	Zone-4					
(i)	Illustration-I		0.7884	0.9318 0.8470 0.7395	0.9375 0.8731 0.9245	0.8618 0.8080
	Zone-1					
	Zone-2					
	Zone-3					
	Zone-4					
(ii)	Illustration-II		0.8731	0.8080 0.9245 0.9165	0.7395 0.8470 0.9165	0.6666 0.9333 0.8269
	Zone-1					
	Zone-2					
	Zone-3					
	Zone-4					
(iv)	Illustration-III		0.7666	0.9565 0.8747 0.9128	0.9536 0.7338 0.9128	0.8992 0.7370 0.8555
	Zone-1					
	Zone-2					
	Zone-3					
	Zone-4					
(i)	Text-I Keeping monthly competition for proper hygiene		0.8897	0.5109 0.6282 0.6981	0.5828 0.7118 0.6981	0.6760 0.6295 0.8000
	Zone-1					
	Zone-2					
	Zone-3					
	Zone-4					

(i)	Illustration-I					
	Zone-1		0.9476	0.9036	0.7246	0.7666
	Zone-2			0.9210	0.7779	0.8965
	Zone-3				0.7543	0.7918
	Zone-4					0.9562
(i)	Text-I					
	Discussing with parents about personal hygiene of child					
	Zone-1		0.7282	0.8571	0.8866	0.8000
	Zone-2			0.8571	0.8866	0.8000
	Zone-3				0.7584	0.6857
	Zone-4					0.9034
(i)	Illustration-I					
	Zone-1		0.8327	0.8732	0.6204	0.6795
	Zone-2			0.7946	0.6041	0.5666
	Zone-3				0.5406	0.7093
	Zone-4					0.9315

* All r-values of coefficient of correlation significant at 5 % level of significance

(ii) Zone-wise Content Validity Ratio (CVR) of problem of personal hygiene (Inappropriate personal hygiene)

The results in Table 4.55 show that the values of CVR for each text and illustration regarding the description of the problem (not appearing clean, dirty clothes, foul smelling in breath, dirty hair with lice, dirty teeth, long and dirty nails) was significant for the preschool teachers ranging from 0.60 to 0.88, home science teachers 0.55 to 0.92 and ICDS supervisors ranging from 0.50 to 0.94. In case of probable solutions (daily personal hygiene check of children, making child understand with love, keeping a monthly competition, making child understand about importance of cleanliness with different activities, communicating with parents about appropriate personal hygiene of child). The content validity ratio was significant for each text and illustrations from 0.60 to 0.94 for preschool teachers 0.54 to 0.92 home science teachers and from 0.50 to 0.86 for ICDS supervisors for all the five zones.

Table 4.55 Zone-wise Content Validity Ratio (CVR) of problem of personal hygiene, description and its probable solutions (Inappropriate personal hygiene)

Aspects	Kanpur (Zone 1)				Lucknow (Zone-2)				Jhansi (Zone 3)				Agra (Zone 4)				Faizabad (Zone 5)				
	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-visors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-visors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-visors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-visors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-visors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-visors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-visors (n=10)
(i) Text -I Child looks untidy	0.71	0.69	0.86	0.60	0.59	0.86	0.77	0.76	0.94	0.71	0.68	0.173	0.82	0.80	0.80	0.73	0.73	0.73	0.73	0.73	0.73
(ii) Illustration I	0.71	0.69	0.50	0.65	0.64	0.60	0.77	0.76	0.73	0.71	0.69	0.60	0.82	0.81	0.81	0.81	0.50	0.50	0.50	0.50	0.50
(iii) Tex-II																					
(iii) Bad smell in breadth	0.71	0.69	0.86	0.60	0.59	0.86	0.77	0.76	0.94	0.71	0.68	0.73	0.82	0.80	0.80	0.80	0.73	0.73	0.73	0.73	0.73
(iv) Illustration I	0.65	0.64	0.46	0.77	0.76	0.60	0.71	0.69	0.50	0.60	0.59	0.50	0.59	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50
(i) Text I Dirty hairs and lice problem	0.65	0.63	0.73	0.77	0.76	0.94	0.60	0.59	0.94	0.82	0.79	0.73	0.71	0.70	0.70	0.70	0.70	0.70	0.70	0.70	0.70
(ii) Illustration I	0.65	0.63	0.60	0.71	0.70	0.73	0.88	0.79	0.60	0.88	0.86	0.46	0.77	0.76	0.76	0.76	0.76	0.76	0.76	0.76	0.76
(iii) Text II																					
(iv) Illustration II	0.65	0.63	0.50	0.65	0.64	0.73	0.670	0.59	0.73	0.60	0.59	0.60	0.59	0.60	0.60	0.60	0.60	0.60	0.60	0.60	0.60
(iv) Nails not cut properly	0.65	0.64	0.73	0.77	0.76	0.94	0.60	0.54	0.94	0.82	0.81	0.73	0.71	0.70	0.70	0.70	0.70	0.70	0.70	0.70	0.70
(vi) Illustration III	0.65	0.64	0.50	0.77	0.76	0.82	0.81	0.73	0.88	0.86	0.87	0.73	0.77	0.77	0.77	0.77	0.77	0.77	0.77	0.77	0.77
(vi) Daily observation of personal hygiene of child	0.82	0.81	0.73	0.88	0.86	0.86	0.77	0.76	0.73	0.88	0.87	0.73	0.77	0.77	0.77	0.77	0.77	0.77	0.77	0.77	0.77

(ii)	Illustration I	0.82	0.81	0.73	0.88	0.86	0.82	0.81	0.66	0.71	0.70	0.60	0.88	0.89	0.73	
(i)	Text I	0.71	0.69	0.60	0.65	0.64	0.50	0.60	0.59	0.73	0.82	0.81	0.60	0.88	0.86	0.73
	Making children understand with love and affection															
	Text II															
(ii)	Not to ashame the child	0.71	0.69	0.60	0.65	0.64	0.50	0.60	0.59	0.73	0.82	0.81	0.60	0.88	0.86	0.73
(iii)	Illustration I	0.14	0.13	0.06	0.26	0.23	0.46	0.29	0.28	0.12	0.24	0.23	0.06	0.26	0.23	0.20
(i)	Text I	0.71	0.69	0.60	0.82	0.81	0.60	0.88	0.87	0.60	0.71	0.70	0.60	0.65	0.66	0.50
	Teaching the child about proper hygiene through different activities															
(ii)	Illustration I	0.65	0.64	0.509	0.82	0.81	0.50	0.77	0.76	0.160	0.88	0.86	0.60	0.82	0.81	0.73
(i)	Text I	0.71	0.69	0.60	0.65	0.63	0.60	0.71	0.69	0.86	0.77	0.74	0.86	0.88	0.85	0.73
	Keeping monthly competition for proper hygiene															
(ii)	Illustration I	0.60	0.59	0.60	0.65	0.63	0.50	0.71	0.69	0.50	0.77	0.75	0.60	0.82	0.81	0.60
(i)	Text I	0.88	0.79	0.73	0.94	0.93	0.60	0.88	0.87	0.86	0.82	0.81	0.73	0.82	0.81	0.60
	Discussing with parents about personal hygiene of child															
(ii)	Illustration I	0.71	0.69	0.60	0.65	0.64	0.50	0.177	0.78	0.73	0.82	0.81	0.173	0.88	0.86	0.73

Thus, it may be concluded that each text and illustrations regarding the description and probable solutions of the problem was valid to be included in the educational package.

2. Standardization of the overall formal of the educational package

(i) Inter-zone and Inter-group reliability of overall format of educational package

The results in Table 4.56 show that F values of ANOVA technique regarding format of the package (printing, language and illustration) between zones as well as between groups were non-significant. Thus, it may be concluded that there was no variation in views of judges of five zones regarding the format of the package and format was reliable for developing the educational package.

Table 4.56 Inter-zone and inter-group reliability of overall format of the education package on common preschoolers problems

Aspects	Between Zones (n=150)	Between groups		
		Preschool teachers (n=50)	Home science teacher (n=50)	ICDS supervisors (n=50)
Overall format of the package (printing, language illustration)	0.4522	0.3967	0.3819	0.3016

All F values of ANOVA technique non-significant at 5 per cent level of significance.

(ii) Cross cultural validity of overall format of the educational package

The results in Table 4.57 show that r-values of coefficient of correlation regarding the overall format of the educational package (printing, language and illustration) were significant between zones ranging from 0.6046 to 0.9012.

Thus, it may be concluded that significant correlation between zones show that criteria followed in overall format used was valid to be used in developing educational package.

Table 4.57 Cross cultural validity of overall format of the educational package on common preschooler's problem
(n=30)

Aspects	Kanpur (Zone-1)	Lucknow (Zone-2)	Jhansi (Zone-3)	Agra (Zone-4)	Faizabad (Zone-5)
Overall format of educational package (Printing, language and illustration)					
Zone-1		0.8799	0.7909	0.9102	0.7564
Zone-2			0.6686	0.7952	0.6049
Zone-3				0.8451	0.8132
Zone-4					0.6046

All r-values of coefficient of correlation significant at 5% level of significance

(iii) Zone-wise Content Validity Ratio (CVR) of overall format of the educational package

The result in Table 4.58 show that the values of CVR of overall format of the educational package were significant ranging from 0.58 to 0.75 for preschool teachers, 0.56 to 0.73, home science teachers and 0.60 to 0.76 for ICDS supervisors for all five zones. Thus it may be concluded that the criteria developed in overall format of the package was valid to be used.

Table 4.58 Zone-wise Content Validity Ratio (CVR) of overall format of the educational package on common preschoolers problems

Aspects	Kanpur (Zone I)			Lucknow (Zone-2)			Jhansi (Zone 3)			Agra (Zone 4)			Faizabad (Zone 5)			
	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-supervisors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-supervisors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-supervisors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-supervisors (n=10)	Pre-school teachers (n=10)	Home Science teachers (n=10)	ICDS super-supervisors (n=10)	
Overall format of the package (printing, language illustration)	0.64	0.62	0.60	0.60	0.75	0.73	0.62	0.63	0.63	0.71	0.58	0.56	0.64	0.74	0.72	0.76

Association/Correlation of crucial factors with overall format of the package

Profile of the respondents

(1) Age :

The results in Table 4.59 show that the 56 per cent of respondents belonged to the age group of 26-50 years followed by 19 per cent to the age group of below 25 years and only 25 per cent belonged to the age group of 50 years.

(2) Education

As regards to the education of the respondents 67 per cent of the respondents had the education up to post graduate level whereas 33 per cent had education up to under graduate level.

(3) Experience

Regarding experience of the respondents, 46 per cent had the experience up to 20 years, 23 per cent up to 10 years and 31 per cent up to 5 years.

(4) Occupation of the spouse

Regarding the occupation of the spouse, 58 per cent belonged to service class 12.0 per cent business class, 30.0 per cent to agriculture.

(5) Income

Table shows that 26 per cent of the respondents had income up to 7000-10,000, 29 per cent up to 5000 and 46 per cent up to 5000 – 7000.

(6) Mass media exposure

As for as mass media exposure was concerned, 48 per cent of respondents had low mass media exposure, 40 per cent of respondents had high and 22 per cent had medium mass media exposure.

Table 4.59 Distribution of respondents according to their profile (Socio-personal, economic, communicational)

S.No.	Profile	Frequency
1.	Age	
	(a) Below 25 years	28 (18.7)
	(b) 26-50 years	72 (48.0)
	(c) Above 50 years	50 (33.3)
2.	Education of the respondents	
	(a) Undergraduate	56 (37.3)
	(b) Post graduate	94 (62.7)
3.	Experience	
	(a) Up to 5 years	46 (30.7)
	(b) Up to 10 years	39 (26.0)
	(c) Up to 20 years	65 (43.3)
4.	Occupation of the spouse	
	(a) Agriculture	48 (32.0)
	(b) Business	29 (19.3)
	(c) Service	73 (48.7)
5.	Income of the family	
	(a) Up to 50000	48 (32.0)
	(b) 5000 to 7000	56 (37.3)
	(c) 7000 to 10,000	46 (30.7)
6.	Mass Media Exposure	
	(a) Low	62 (41.3)
	(b) Medium	41 (27.3)
	(c) High	47 (31.3)
7.	Family Education Status	
	(a) Low (2-9)	66 (44.0)
	(b) Medium (9-15)	47 (31.3)
	(c) High (15-16)	37 (24.7)
8.	Organizational variables	
	(a) Low	74 (49.3)
	(b) Medium	43 (28.7)
	(c) High	33 (22.0)

(7) Family Education status

It was observed that 52 per cent of the respondents had low family education status, 30 per cent medium and 18 per cent had high family education status.

(8) Organizational variables

Regarding organizational variables, 49.3 per cent respondents had low scoring, 28.7 per cent had medium and 22.0 per cent high scoring under variable (organizational commitment, job satisfaction and organizational trust).

Association/correlation of independent variables (socio-personal variables) with overall format of the package

The results in the Table 4.60 show that the experience, were found to be significant when χ^2 was applied for testing the association except education of respondents which was significantly associated with judges response regarding the format of the educational package.

Table 4.60 Association/Correlation of independent variables (Socio-personal variables) with overall format of the package

S.No.	Variables	Judge's response regarding format of the educational package		
		Above 46	Below 46	χ^2
Experience	Up to 5 years	70	8	57
	Up to 10 years	69	8	
	Up to 20 years	88	7	
	Education of the respondents			
	Undergraduate	73	14	
	Post-graduate	154	9	
				7.58*

* Significant at 5 per cent level of significance

The results in Table 4.61 shows that all the two independent variables, mass media exposure and family education status were non-significant when coefficient of correlation was applied with response of judges regarding format of the package.

Table 4.61 Coefficient of correlation of independent variables with responses of judges regarding format of the educational package on common preschoolers problem (Mass Media, Family Education Status)

Aspects	Judges response regarding format of the educational package
Mass media exposure	0.1511
Family Education Status	0.1326
Organizational variables	0.0671

SUMMARY AND CONCLUSION



Chapter-V

SUMMARY AND CONCLUSION

Preschool years are the years of slow growth and rapid development. During these years, children are just beginning to learn how to use their rapidly developing mental abilities. They are first learning how to fit their behaviour to the patterns accepted by school and society. Numerous studies of adolescents as well as young and old adults have emphasized the importance of childhood as the foundation period for different physical and psychological traits.

Preschool age is very crucial stage because the child moves from his home and family out into an enlarging life space centered in an education group. In learning to adjust to the world, as they grow up, children often develop certain kinds of problems. The most common problem of early childhood can be categorized as eating problem, sleep problem, toilet problem, temper tantrums, nail biting, thumb sucking, speech problem etc.

The persistence of the preschoolers problems hinder the child to make adjustment in formal schooling as well as in later life. Thus, there is a need that early foundations can be modified and changed for the better adjustment of preschool child in formal school.

The preschool teacher plays a major role in the youngsters life and in many instances act as a parent surrogate and substitute. Involvement of parents also provide professionals opportunities to help parents with parenting skills and child related problems. Thus, there is need that timely information related to preschoolers problems should be provided to the preschool teacher/field functionaries so that they are able to solve some of the common problems of preschoolers. Here suitable media support can play a vital role in guiding the

preschool teachers/field functionaries. Print media are most ancient, most reliable, permanent, most popular and most convenient to use all over the world which must be standardized to make it scientifically sound in relation to characteristics of objectivity, reliability, validity and practicability. Thus, there is need for standardized educational packages which should be released from the research institutions for the benefit of field functionaries.

Keeping this in mind, the study entitled, "Developing and testing validity of educational package on problems of preschoolers of Uttar Pradesh" was undertaken with the following specific objectives.

1. To identify the common problems of the preschoolers of Uttar Pradesh.
2. To develop the educational package on common problems of preschoolers.
3. To test the reliability and validity of contents and format of the developed educational package.

METHODOLOGY AND RESULTS AND DISCUSSION

The methodology of the research study has been presented with results and discussion. The methodological procedure of each objective is very specific to the objective. Thus, it was felt rationale to present the methodology, results and discussion under three sections constituting the three objectives.

Section-I : Identification of common problems of preschoolers

Methodology

1. Exhaustive list of preschoolers problems was prepared by consulting human development and family studies experts, preschool teachers and review of literature. The contents under

each item of problem were elaborated including details of problems, description of the problem and probable solutions of the problem and categorized the contents as behaviour, food/eating habits and problem of personal hygiene.

2. A list of judges was prepared and 100 judges formed the sample of judges. 50 experts from Department of Human Development and family studies, College of Home Science, C.S. Azad University of Agriculture and Technology, N.D. University of Agriculture and Technology, Faizabad, Naini Agricultural Institute and lecturers from other colleges. 50 field functionaries (ICDS supervisors) and 50 preschool teachers were included.
3. To collect the information from judges, questionnaire was developed including the information about common problems of preschoolers, their description and probable solutions. The judges were asked to give their judgment in respective column i.e. most relevant (3), relevant (2) and not relevant (1) in all the three aspects that is problem, its description and probable solutions.
4. The judges response was analysed with the help of judges consensus and coefficient of variation. Only those problems, their description and probable solutions were retained where judges agreement was at least 70 per cent and coefficient of variation was 25 per cent and rest were deleted.
5. The problems, their description and probable solutions were finalized on the basis of judges consensus and coefficient of variation.

Findings

1. The identified behavioural problems were aggressive/rebellious/ destructive behaviour, temper tantrums, repetitive behaviour; telling lies, taking other child's possessions, isolation, toilet accidents, misbehaviour with others, hyperactive behaviour, reluctance in speaking, defects in speech where judges consensus ranged from 72 to 88 per cent and coefficient of variation 18 to 26 per cent.
2. Regarding the description of the above mentioned behavioural problems, the judges consensus was ranged from 70 to 80 per cent and coefficient of variation ranged from 18 to 28 per cent.
3. In food/eating problems, inappropriate food habits and lack of interest in eating were identified to be included in the package which got the judges consensus ranging from 75 to 77 per cent and coefficient of variation ranging from 20 to 21.52 per cent.
4. The probable solutions of the above-mentioned behavioural problems got the judges consensus ranged from 70 to 86 per cent and coefficient of variation ranged from 14.33 to 25.00 per cent.
5. The identified descriptions of the food/eating problems got the judges consensus ranged from 72 to 83 per cent and coefficient of variation ranged from 15.25 to 24.34 per cent.
6. The identified probable solutions of the food/eating problems got the judges consensus ranged from 72 to 80 per cent and coefficient of variation ranged from 14.2 to 25 per cent.
7. The problem of inappropriate personal hygiene was identified to be included in the package with judges consensus 77 per cent and coefficient of variation 18.07 per cent.

8. The identified description of inappropriate personal hygiene got the judges consensus ranged from 70 to 83 per cent and coefficient of variation ranged from 18.38 to 23.10 per cent.
9. The identified probable solutions of the inappropriate personal hygiene got the judges consensus ranged from 75 to 78 per cent and coefficient of variation ranged from 15.25 to 22.85 per cent.

Section-II : Development of educational package on common problems of preschoolers

Methodology

1. Ideas of illustrations for each aspect of problem, its description and probable solutions were collected from literature, books by consulting the child development experts and with the help of researcher's own experience.
2. After collecting the ideas of illustrations for each component, rough plan was prepared in which at least 2-3 illustrations were selected for each problem, its description and probable solutions.
3. After preparing the rough plan, the illustrative materials, the illustrations were prepared with the help of Artist. After repeated corrections the illustrations matching with the texts were finalized.

Findings

The educational package on common problems of preschoolers was developed with appropriate illustrations comprising forty-five including the following components.

- (i) **Problems** : Ten problems under behavioural, two under food/eating habits and one under personal hygiene were included in the package.

- (ii) **Descriptions :** Forty-five items under description of various problems with illustrations were covered in the educational package.
- (iii) **Probable solutions :** Sixty six items under probable solutions of the problems with illustrations were covered in the educational package.

Section-III : Standardization of educational package

Methodology

1. The package was standardized for reliability and validity.
2. Uttar Pradesh was selected as the locale of the study for drawing the judges.
3. For the selection of judges, all the four agro-climatic zones of U.P. were selected.
4. From each zone, one district was selected randomly.
5. Two organizations ICDS under Government Organizations and privately carried out schools under non-government organizations were included.
6. Reliability and validity was tested for the content and formal of the developed package.
7. Questionnaire was developed in two parts to test the appropriateness of educational package content of the package and format of the package.
8. Analysis of reliability and validity was done under two parts content of the package and format of the package.

9. Reliability of the content of package as well as of the format of the package was tested through analysis of variance technique.
10. Cross cultural validity of the content of the package as well as of the format was tested through coefficient of correlation.
11. Content validity ratio of the content of the package as well as of the format was tested through content validity ratio by the formula given by Lawshe (1975).
12. Association/correlation of selected independent variables (education of the respondents, family education status, experience, occupation of father/spouse, living place, organizational variables and mass media exposure) was studied with the format of the educational package.

Findings

1. The behavioural problem (aggressive and destructive behaviour, repetitive behaviour, telling lies, taking possessions of other children, isolation, toilet accidents hyperactivity, misbehaviour with others, reluctance in speaking and defects in speech) their description and probable solutions were found to have Inter-zone and inter-group internal consistency of judges response for easy text and illustration depicted in the educational package. The above mentioned components were found to be reliable on the basis of F values of analysis of variance technique (ANOVA) which had non-significant variation between zones and within groups. Thus, the identified behavioural problems were included in the package.

2. Regarding the cross cultural validity, r-values of coefficient of correlations for each text and each illustration were found to be significant for all the components of behavioural problems comprising of the problems, its description and probable solutions. Thus, all the tested components were significantly valid to be justifiably included in the package.
3. The respect to content validity tested on the basis of CVR, the values of content validity ratio for each text and each illustration regarding the description and probable solutions of the behavioural problems were significant except the problem description of breaking the things and problem. Solution illustrated punishing the child were found to have low CVR substantial number of judges gave suggestions of modifying the text to "damages possessions" instead of breaking "the things" and modifying the illustration of the solution by showing the illustration of "giving affection to the child".
4. Food/eating problems (inappropriate food habits and lack of interest in eating) their description and probable solutions were found to have inter-zone and inter-group internal consistency of judges' response. Each text and each illustration covered under description and probable solutions of food/eating problems were found to be reliable on the basis of F values of analysis of variance technique which had non-significant variations between Zones and within groups. Thus, the identified food/eating problems can be included in the package.
5. The cross cultural validity correlations were found to be significant between zones for all the components of food/eating problems, their description and probable solutions. It can be concluded that

each text and illustration of the above mentioned components of food/eating problems were significantly valid to be justifiably included in the package.

6. On the basis of content validity ratio, the components of food/eating problems comprising of description and probable solutions had significant content validity ratio (CVR). Each text and illustration depicted in this section was valid to be included in the package.
7. The problem of personal hygiene (inappropriate personal hygiene), its description and probable solutions was found to have Inter-zone and inter-group internal consistency of judges', response. Each text and illustrations depicted in the description and probable solutions of the problem were found to be reliable on the basis of F values of analysis of variance technique which had non-significant variation between zones and within groups.
8. The cross cultural validity correlations were found to be significant between zones for all the components of inappropriate personal hygiene comprising of description and probable solutions. Each text and each illustration depicted under this section was significantly valid to be justifiably included in the package.
9. The values of content validity ratio of each text and each illustration for inappropriate personal hygiene except the problem solution illustrated punishing the child were significant for all the five zones.
10. It can be concluded that format of the educational package comprising of printing (size of printing, style of writing, clarity in printing, uniformity in format, leaving space on sides, distance between two lines, length of sentences), language (clarity in

language, grammer and spelling mistakes), Illustrations (lay out of illustrations, size of illustrations, clarity in illustrations, number of illustrations, and attractiveness in illustration) was also found to be reliable and valid on the basis of given standards of reliability and validity.

11. The format of the educational package was also studied in respect to the association/correlation of selected independent variables such as education of the respondent's family education status, experience, occupation of father/spouse, living place, organizational variables and mass media exposure. It is evident from the findings that the personal socio-economic organizational and communication, variables except education of the respondents have not in any way shown any association or correlation to the assessment of the format of the package.

SUGGESTIONS AND POLICY IMPLICATIONS



SUGGESTIONS AND POLICY IMPLICATIONS

It is important for a parent to be able to recognize what are the normal behaviour patterns for a child and what may become problematic and interfere with the child's adjustment in life and make him unhappy. The latter become behaviour problems. The same behaviour that seems pleasing and natural at one age may appear problematic at another, for example sucking the thumb, and wetting the bed appears natural in an infant but is a behaviour problem certainly after five years of age.

Suggestions

To mitigate the sufferings of preschoolers, the following suggestions are being made :

1. Due to considerable influence of the family on the very young child, home based family oriented models of intervention are essential in improving child conduct problems in preschoolers; thus, these children will be better prepared to learn in preschool and early care programmes.
2. If, after the age of five, a child sucks his thumb frequently then putting spices or bandages or quinine on the thumbs or splinting the arm will not help solve the problem.
3. Parent training programs that provide information on normal development in the preschool years, on how to enable the child's development in the preschool years, on how to enable the child's development through parental interaction and involvement with

others, and on child management techniques can be very helpful. Such training can be used to improve monitoring, discipline, problem solving, emotional recognition, anger control and prosocial skills. Parent training is the foundation of early effective intervention in situations of child conduct problems. Effective programs are readily accessible, inexpensive, provide child-care, are welcoming and non-blaming.

4. Parents are important to children both as role models and as supporters of their efforts. The following suggestions have been beneficial to many parents.

- Provide a good role model – read yourself and read often to your child.
- Provide varied reading material – some for reading enjoyment and some with information about hobbies and interests.
- Encourage activities that require reading – for example, cooking (reading a recipe), constructing a kite (reading directions), or identifying an interesting bird's nest or a shell collected at the beach (using a reference book).
- Establish a reading time, even if it is only 10 minutes a day.
- Write notes to your school-age child; encourage written responses.
- Ask your child to bring a library book home to read to a younger sibling.
- Establish one evening a week for reading (instead of television viewing).

- Encourage your child in all reading efforts.

Recommendations

1. Any educational package in any media should only be released for dissemination after it has gone through rigorous standardization. Procedure in terms of reliability and validity before it was considered appropriate for dissemination.
2. There should be centralized committees for concerned discipline which can monitor development and standardization of educational package before their release to the target group.
3. The educational package (printed from book) needs to be standardized in other states through home science colleges, through research project to make it area specific.
4. The same educational package can be standardized on other mass media such as through television and computer CDs.
5. A website can be launched for preschool for the guidance of preschool teachers/parents where related information can be contributed by home science. A website can be visited by concerned scientists for dissemination to the target group.
6. The standardized educational package in any form of media requires periodical assessment in terms of feasibility to any feedback information from the ultimate users.
7. The Home Science Extension Education department of college of Home Science can play a very important role in working out parameter for comprehensive identification of the masses, developing the messages and standardization of the messages.

These parameters can be given wide circulation to other disciplines for guidelines in bringing out educational package.

Policy Implication

1. Mental health professional suggest that, children like adults, may exhibit symptoms of stress following a disaster. For preschoolers, such symptoms may include thumbs sucking, bedwetting, clinging changes in sleep or eating patterns, and isolations from other children older children may be irritable or aggressive and display poor concentration. among other changes in their behaviour. Experts also suggest that it is natural for children to display behavioural changes as they emotionally process their anxiety and fear.
2. Attention Deficit Hyperactivity Disorder (ADHD) is now one of the most common mental disorder among preschoolers. It affects 3 to 5 per cent of all children, globally. The figure remains same for India too although the disease largely remains unreported.
3. The chief task of elementary school aged children is to master all of the facts, ideas, and skills that will equip them to progress toward adolescence and independence life. During this time, children are supposed to consolidate their identification with parents and cement their sense of belonging to their family.
4. Newman and Koskinen have established that preschoolers and children can and do begin to recognize read and understand words by being exposed to text on television, without any formal instruction. Thus, there is a strong reason to believe that same language subtitling in song programmes would also contribute

quality to preparing the ground for a preschooler's future as a literate individual.

5. The health and growth are adversely affected by inadequate intake of food in spite of the fact that adequate calories and nutrients can be given from the simple vegetarian diet mentioned in the table with the only change being that the calorie intake should be increased from 1600 to 2000 for preschoolers.
6. In the early elementary years, from first through third grades, children continue learning HOW to read. It is a complex process, difficult for some and easy for others. Care must be taken during these early years not to overemphasize the learning to read process. Reading for pleasure and information develops reading interests and offers children the opportunity to practice their reading skills in meaningful ways. Parents of elementary age children should provide reading materials in the home that arouse curiosity or extend their child's natural interest in the world around them.

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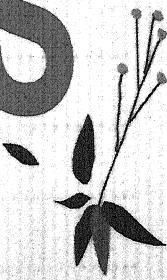
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APPENDICES



APPENDICES

QUESTIONNAIRE

“Developing and Testing Validity of Educational Package on Problem of Pre-School of Uttar Pradesh”

(A) Judge's personal profile

1. Name
2. Designation
3. Institute where employed
4. Corresponding address
5. Age
6. Caste/Religion
7. Educational qualification (last)
8. Nature of job
9. Experience
10. Annual income

(B) Judge's family profile

1. Educational status of family member
 - (i) Spouse
 - (ii) Children
2. Occupation of spouse
3. Annual income

(B) Judge's observations

S.No. (A)	Problem	MR	R	NR	Description	MR	R	NR	Problem solution	MR	R	NR	
1.	Aggressive/Rebellious/ Destructive behaviour and Temper Tantrums				i. Pushes and pinches others ii. Pull hair/ear/body parts of others iii. Bites, kicks, hits, or slaps others iv. Damages possessions v. Crying excessively vi. Spitting on others vii. Kicking legs while on floor/ railing on floor viii. Any other	i. Ignore the child for some time ii. Divert his attention to something else of his interest i.e. in games and other creative activities iii. Separate the child from other children for some time iv. Give punishment in the form of withdrawing some facilities i.e. not allowing him to play for sometime. Take toy or other play material of his interest for sometime. v. Be consistent in your dealing (approval and disapproval of behaviour) vi. Any other							

MR – Most Relevant, R – Relevant, NR – Not Relevant

S.No.	Problem	MR	R	NR	Description	MR	R	NR	Problem solution	MR	R	NR
2.	Repetitive behaviour				<p>i. Frequent sucking of thumb.</p> <p>ii. Frequent biting of nails.</p> <p>iii. Frequent habit of picking nose</p> <p>iv. Any other</p>				<p>i. Make the child understand with love and affection.</p> <p>ii. Do you not make the child feel ashamed in front of others.</p> <p>iii. Divert child's attention to some activities which involve use of hand.</p> <p>iv. Attend to child's basics need i.e. he may be hungry or he may feel insecure.</p> <p>v. Provide emotional support to the child i.e. love and affection.</p> <p>vi. Motivate parents to keep regular check on repetitive habits at home and keep him busy in motor activities.</p> <p>vii. Communicate the parents to provide emotional support at home.</p> <p>viii. Any other</p>			

S.No.	Problem	MR	R	NR	Description	MR	R	NR	Problem solution	MR	R	NR	
3.	Telling lies				<p>i. Child prefers to tell lies to parent and teachers due to fear of punishment.</p> <p>ii. Child tells lies by imaging certain things</p> <p>iii. Child tells lies to seek the attention of others</p> <p>iv. Child imitate others</p> <p>v. Any other</p>	<p>i. Relax and try to understand</p> <p>ii. Make child understand with love and affection.</p> <p>iii. Give attention to what child does and provide with opportunities for enriching imagination.</p> <p>iv. Help the child to discover the difference between fact and fantasy.</p> <p>v. Tell the truth to child</p> <p>vi. Motivate parents to teach moral values to the child.</p> <p>vii. Teach moral values to child at school and motivate child to adopt the moral values.</p> <p>viii. Any others</p>							

S.No.	Problem	MR	R	NR	Description	MR	R	NR	Problem solution	MR	R	NR
4.	Taking other child's possession				<p>i. Child is in the habit of stealing things of other children out of ignorance.</p> <p>ii. Child steals due to unsatisfied needs and hunger</p> <p>iii. Child imitate elders.</p> <p>iv. Child steals because of hostile and rebellion feelings.</p> <p>v. Child picks up the things and hides it .</p> <p>vi. Child picks up the things which he does not have.</p> <p>vii. Child steals knowingly.</p>				<p>i. Do not make the child feel ashamed.</p> <p>ii. Make the child understand with love and affection.</p> <p>iii. Provide a good model of behaviour.</p> <p>iv. Divert attention in some creative activities.</p> <p>v. Be kind understanding to child.</p> <p>vi. Discuss with parents to fulfill genuine needs and requirement of the child.</p> <p>vii. Communicate to parents to ensure that the child returns the things immediately to the owner even on first attempt.</p> <p>viii. Any other.</p>			

S.No.	Problem	MR	R	NR	Description	MR	R	NR	Problem solution	MR	R	NR
5.	Isolation				<p>i. The isolate child has no friends whether he/she withdraws from the group or rejected by the group.</p> <p>ii. Any other.</p>				<p>i. Recognise the positive abilities of the child encourage the same in presence of others for developing the confidence.</p> <p>ii. Motivate the child to volunteer in various activities for confidence development.</p> <p>iii. Have more of group activities in the class to encourage the child to play.</p> <p>iv. Ask parents also not to keep the child alone at home.</p> <p>v. Motivate parents to participate in games, activities with the child.</p> <p>vi. Provide emotional support to child.</p> <p>vii. Any other</p>			

S.No.	Problem	MR	R	NR	Description	MR	R	NR	Problem solution	MR	R	NR
6.	Toiler problem				<p>i. Child wets clothes during the day. Does not have proper bowel control.</p> <p>ii. Any other</p>				<p>i. Make child understand with love and affection.</p> <p>ii. Keep a regular check on such children and enquire frequently for toiler need.</p> <p>iii. Encourage children to be independent in toiler habits.</p> <p>iv. Motivate parents about a child's toiler habits in order to maintain child's home and school routines.</p> <p>v. Any other</p>			

S.No.	Problem	MR	R	NR	Description	MR	R	NR	Problem solution	MR	R	NR
7.	Misbehaviour with others				<p>i. Pulls objects from others.</p> <p>ii. Does not allow others to carry on their own activities.</p> <p>iii. Make loud noises when others are working.</p> <p>iv. Takes other possessions without permission.</p> <p>v. Uses abusive language.</p> <p>vi. Any other.</p>				<p>i. Discourse the child to indulge in misbehaviour activities immediately after observing such behaviour.</p> <p>ii. Make child understand with love and affection.</p> <p>iii. Be firm and consistent in dealing with child.</p> <p>iv. Provide a good model to a child</p> <p>v. Give punishment in form of withdrawal of love affection and facilities.</p> <p>vi. Any other</p>			

S.No.	Problem	MR	R	NR	Description	MR	R	NR	Problem solution	MR	R	NR
8.	Hyperactive behaviour				i. Does not pay attention to the task at hand ii. Does not continue with the task at hand for required time. iii. Does not sit at one place for required time iv. Any other				i. Channelize the activities ii. Increase span of time in one activity iii. Any other			
9.	Reluctance in speaking				i. Child talks less at school with peers and teachers. ii. Any other				i. Give child full affection and emotional support at school. ii. Praise the child for verbal activities. iii. Involve the child more in verbal activities. iv. Reward the child when he speaks in class. v. Any other.			

S.No.	Problem	MR	R	NR	Description	MR	R	NR	Problem solution	MR	R	NR
10.	Defect in speech				<p>i. Child shows some degree of repetition and hesitation in their speech.</p> <p>ii. Child stutters while speaking.</p> <p>iii. Any other</p>				<p>i. Don't refers the child as stammerer at the time of stammering.</p> <p>ii. Don't allow other children to make fun of child's speech.</p> <p>iii. Don't force such a child to speak or any verbal activity in presence of class.</p> <p>iv. Engage him into play activities and talk to him slowly and smoothly without any threat.</p> <p>v. Provide emotional support to him.</p> <p>vi. Search for disturbing experiences where the child stutters more.</p> <p>vii. In severe cases ask the parents to consult the speech therapist.</p> <p>viii. Any other.</p>			

S.No.	Problem	MR	R	NR	Description	MR	R	NR	Problem solution	MR	R	NR	
(B)	Eating problem												
1.	Inappropriate food habits				<p>i. Sloppiness in eating</p> <p>ii. Does not hold the utensil properly.</p> <p>iii. Licks fingers after completing the eating.</p> <p>iv. Plays during meal.</p> <p>v. Talks while mouth is full of food.</p> <p>vi. Grabs the food instead of asking/ requesting for food.</p> <p>vii. Eats food with dirty hands.</p> <p>viii. Any other</p>	<p>i. Be a good model.</p> <p>ii. Provide enough time for talking meals.</p> <p>iii. Sit with the child before the child finishes meal</p> <p>iv. Encourage the child for appropriate food habits.</p> <p>v. Encourage the child to have habit of washing the hands before and after meal.</p> <p>vi. Motivate parents to develop good food habits in child</p> <p>vii. Any other</p>							

S.No.	Problem	MR	R	NR	Description	MR	R	NR	Problem solution	MR	R	NR
2.	Lack of interest in eating				<p>i. Child does not eat food himself/herself.</p> <p>ii. Child does not eat due to illness.</p> <p>iii. Child is not hungry</p> <p>iv. Child feels insecure.</p> <p>v. Child gets distracted while eating.</p> <p>vi. Child throws out while eating</p> <p>vii. Child does not want to eat food on any pretest.</p> <p>viii. Any other</p>				<p>i. Let the child eat independently even if he/she spills the foods.</p> <p>ii. Reward the child when he/she finishes meal independently.</p> <p>iii. Motivate parents to encourage the child for independent eating habits.</p> <p>iv. Do not force him to eat.</p> <p>v. The child is not to be punished if he does not eat food</p> <p>vi. Any other</p>			

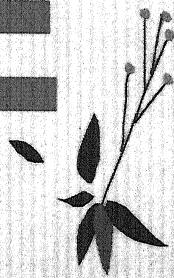


**Investigator is interacting with Home Scientist
for developing educational packages**



**Investigator is interacting with pre-school teacher
for testing validity of educational packages**

PACKAGE



पूर्व विद्यालयी वच्वों की समस्यायें व उनका समाधान

(पूर्व विद्यालयी अध्यापकों व कार्यकर्त्ताओं के
लिए / शिक्षण पैकेज)

7 1999



कु0 ऋचा राज सक्सैना
व
डा० (श्रीमती) मीनाक्षी सिंह

गृह विज्ञान विभाग बुन्देलखण्ड
विश्वविद्यालय
झाँसी (उप्र०)

लेखकों का परिचय

कु0 ऋचा राज सःक्सैना ने यह शिक्षण पैकेज गृह विज्ञान विभाग, बुन्देलखण्ड विश्वविद्यालय, झाँसी से अपने पी0एच0डी0 के अनुसंधान कार्य के अन्तर्गत डा0 मीनाक्षी सिंह के मार्गदर्शन से बनाया हैं।

डा0 मीनाक्षी सिंह, गृह विज्ञान विभाग बुन्देलखण्ड विश्वविद्यालय, झाँसी में सहायक प्रध्यापक के पद पर कार्यरत हैं। उनका विशिष्ट क्षेत्र संचार सम्बन्धित विषयों में अनुसंधान कार्य करवाना है। इन्होनें इस क्षेत्र में कई अनुसंधान पत्र निकलाने में भी अपना सहयोग दिया है। डा0 मीनाक्षी सिंह को शिक्षण, अनुसंधान और शिक्षा के क्षेत्र में 6 साल का अनुभव है।

परिचय

बच्चे कल के नागरिक हैं, इसलिए इन्हे सही देखभाल की आवश्यकता है। अनुसंधानों ने यह साबित कर दिया है कि बच्चे के जीवन के प्रारम्भिक वर्षों का प्रभाव उसके आने वाले जीवन पर पड़ता है। पूर्व विद्यालयी एक ऐसा समय है जब बच्चा घर के वातावरण से बाहर आता है और नर्सरी स्कूल, आंगनबाड़ी केन्द्र आदि के द्वारा बाहरी दुनिया से जुड़ता है। इस समय माता-पिता और पूर्व विद्यालयी अध्यापकों को कई समस्याओं का सामना करना पड़ता है जो कि बच्चे के व्यवहार, स्वास्थ्य या भोजन सम्बन्धी आदतों से सम्बन्धित होती है। यही वह समय है जब कि पूर्व विद्यालयी अध्यापक और कार्यकर्ता इन समस्याओं का समाधान कर सकते हैं क्योंकि यह वह अवधि है जब हम बच्चे को आसानी से सही दिशा में ढाल सकते हैं और उस स्कूली शिक्षा के लिए तैयार कर सकते हैं। इसलिए बच्चे को नये वातावरण में ढालने के लिए पूर्व विद्यालयी अध्यापकों व कार्यकर्ताओं को विशेष ज्ञान व शिक्षा की आवश्यकता होती है। इसलिए इन बातों को ध्यान में रखते हुए यह शिक्षण पैकेज तैयार किया गया है। जिसमें पूर्व विद्यालयी बच्चे की विभिन्न समस्याओं जैसे व्यवहार सम्बन्धी समस्यायें, भोजन सम्बन्धी समस्याओं व व्यक्तिगत स्वच्छता की समस्याओं का विवरण व इन समस्याओं के समाधान दिये गये हैं जिनका पूरा-पूरा फायदा पूर्व विद्यालयी कार्यकर्ता चाहे वह किसी नर्सरी स्कूल में है या आंगनबाड़ी से जुड़े हैं या फिर किसी गैर सरकारी संगठन के साथ जुड़े हुए हैं, उठा सकते हैं और बच्चों के पूर्ण विकास में सहयोग दे सकते हैं।

कु00 ऋचा राज सक्सैना
डा० (श्रीमती) मीनाक्षी सिंह

शिक्षण पैकेज का निर्माण / संगठन

यह शिक्षण पैकेज पूर्व विद्यालयी बच्चों (2-6 वर्ष) की समस्याओं व उनके समाधान पर आधारित हैं। यह पैकेज विशेष कर सरल भाषा व चित्रांकन द्वारा बनाया गया है। इन पैकेज का मुख्य उद्देश्य पूर्व विद्यालयी अध्यापकों को पूर्व विद्यालयी बच्चों की समस्याओं से अवगत कराना है।

पूर्व विद्यालयी अध्यापकों को बच्चों के माता-पिता के सहयोग से बच्चे के सम्पूर्ण विकास के लिए महत्वपूर्ण भूमिका निभानी पड़ती है। ताकि बच्चा भविष्य में स्कूली शिक्षा के लिए तैयार हो सकें। इस पैकेज में वही समस्याएँ ली गई हैं जो कि पूर्व विद्यालयी अध्यापक व कार्यकर्त्ता अपने स्तर पर सुलझा सके और माता-पिता को भी इन समस्याओं को सुलझाने के लिए प्रेरित कर सके। यह पैकेज विशेषकर ग्रामीण क्षेत्र को ध्यान में रखकर बनाया गया है।

यह पैकेज मुख्य रूप से तीन मांगों में बांटा गया है जो निम्नलिखित हैं।

भाग 1 व्यवहार सम्बन्धी समस्याएँ

इस भाग में मुख्य रूप से व्यवहार सम्बन्धी समस्याएँ ली गई हैं। जैसे झगड़ालू, विद्रोही, हानिकारक और क्रोधी होना, कुछ अवांछित आदतों को दोहराना, झूठ बोलना, दूसरे बच्चों की चीजे उठाना, बच्चों की अलगाव की प्रवृत्ति, शौचादि सम्बन्धी दुर्घटनायें, दूसरों से दुर्व्यवहार करना, अधिक उछल-कूद का व्यवहार करना, बच्चे को कम बोलना, वाणी में विकार आदि।

व्यवहार सम्बन्धी समस्याओं को शिक्षण पैकेज के पृष्ठ तक सरल भाषा व चित्रों द्वारा दर्शाया गया है प्रत्येक समस्या को विवरण और समाधानों द्वारा दर्शाया गया है।

भाग 2 भोजन सम्बन्धित समस्याएँ

इस भाग में भोजन सम्बन्धी समस्याएँ ली गई हैं जैसे कि भोजन सम्बन्धी अवांछित आदतें व खाने में अरुचि दिखाना।

इन दोनों समस्याओं का विवरण व समाधान पृष्ठ तक चित्रों द्वारा दर्शाया गया है।

भाग 3 व्यक्तिगत स्वच्छता सम्बन्धित समस्याएँ

इस भाग में व्यक्तिगत स्वच्छता सम्बन्धित समस्या ली गई है। जिसका विवरण व समाधान पृष्ठ तक सरल भाषा व चित्रों द्वारा दर्शाया गया है।

इस पैकेज में चित्रों को एकचित्र करने, लिखित सामग्री को सरल बनाने और फिर इन्हे आकर्षक व अर्थपूर्ण ढंग से प्रस्तुत करने में अत्यधिक प्रयास किये गये हैं।

“पूर्व विद्यालयी बच्चों की समस्याओं व उनका समाधान”, शिक्षण पैकेज बनाने में बहुत से लोगों का सहयोग प्राप्त हुआ है। इस पैकेज में जो सामग्री ली गई है विशेषता बाल विकास साहित्य पर आधारित है। इसका आभार व्यक्त करते हैं, जिन्होने इस पैकेज को बनाने में अपने अमूल्य सुझाव दिये। हम चित्रकार श्री अजीत का उनके चित्रांकन तथा कम्प्यूटर स्कैनिंग के लिए आभार व्यक्त करते हैं। इनके सहयोग ने हमें आत्मविश्वास दिया।



कु0 ऋचा राज सक्सैना
डा० (श्रीमती) मीनाक्षी सिंह

विषय—सूची

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व्यवहार सम्बन्धी
समस्यायें व
समाधान

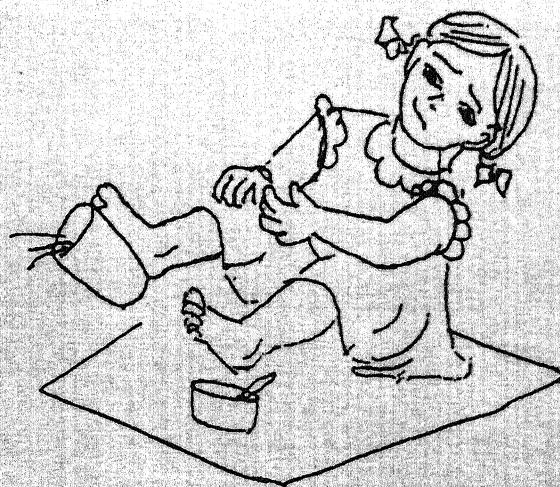
समस्या : झगड़ालू, विद्रोही, हानिकारक और क्रोधी होना ।



धक्का देना और चुटकी काटना



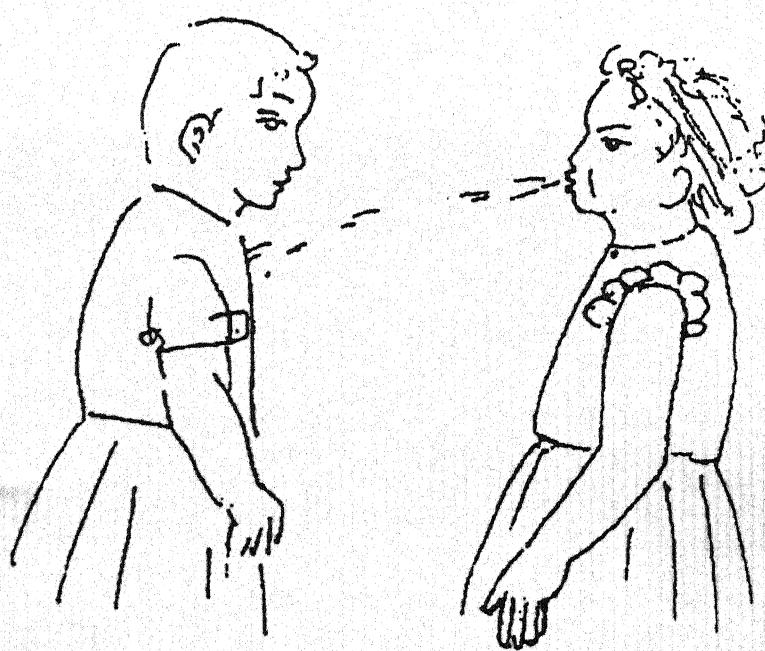
बाल, कान आदि खींचना



जमीन पर लेट कर हाथ पैर पटकना



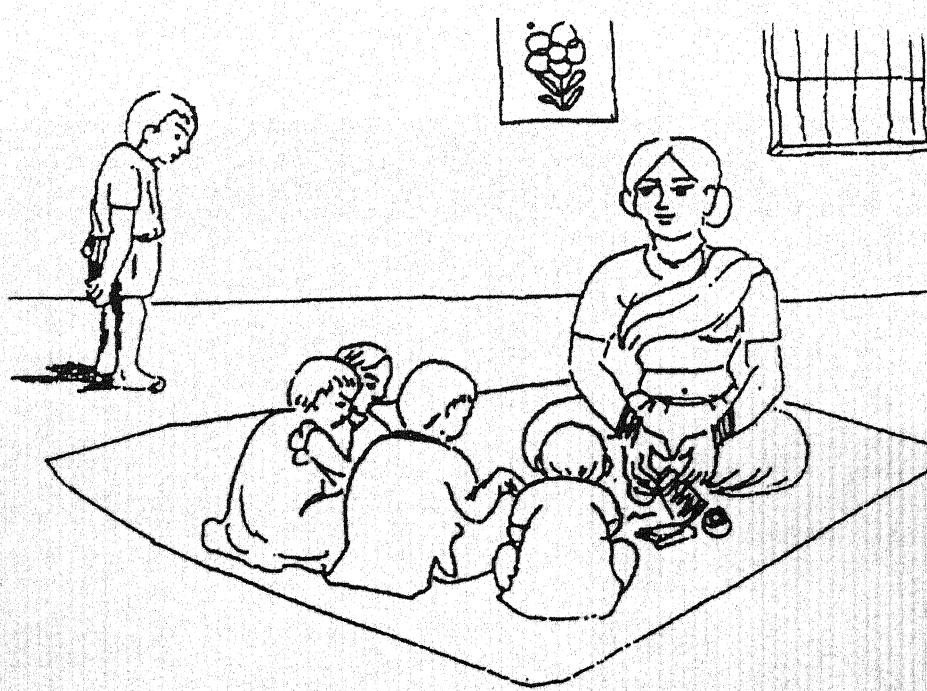
चीजों को नुकसान पहुँचाना



दूसरों पर थूकना।



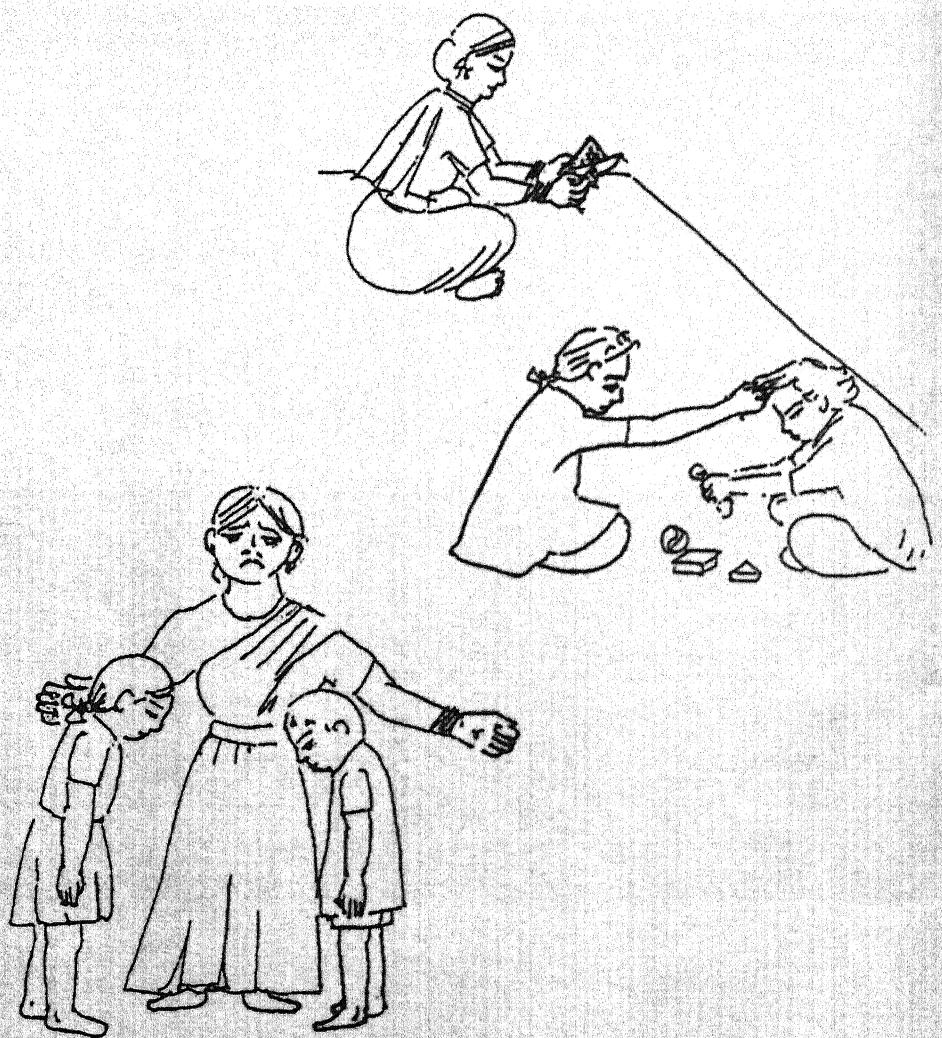
समाधान : बच्चे का ध्यान रुचि अनुसार खेल और
रचनात्मक दिशा की ओर लगायें।



समाधान :

बच्चे को सजा देने के लिये:-

- उसकी रुचि की चीज़ हटाना ।
- कुछ देर खेलने न देना ।
- कुछ समय के लिये दूसरे बच्चों से अलग रखना ।



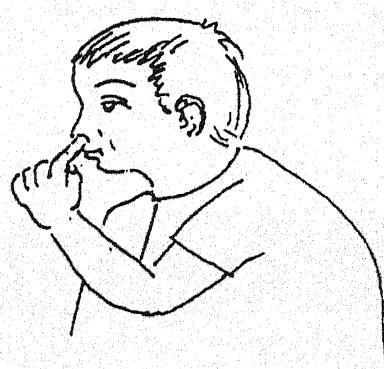
समाधान :

- बच्चे के ऐसे व्यवहार पर कभी तो डाँट देना और कभी ध्यान ही ने देना गलत है।
- अपने व्यवहार में स्थिरता रखें।

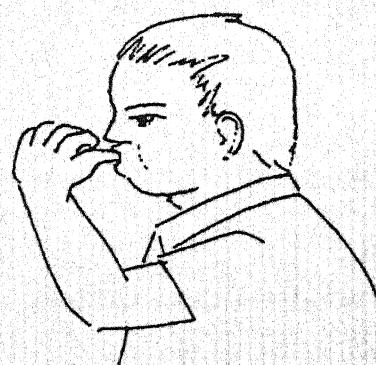
समस्या : कुछ अवांछित आदतों को दोहराना ।



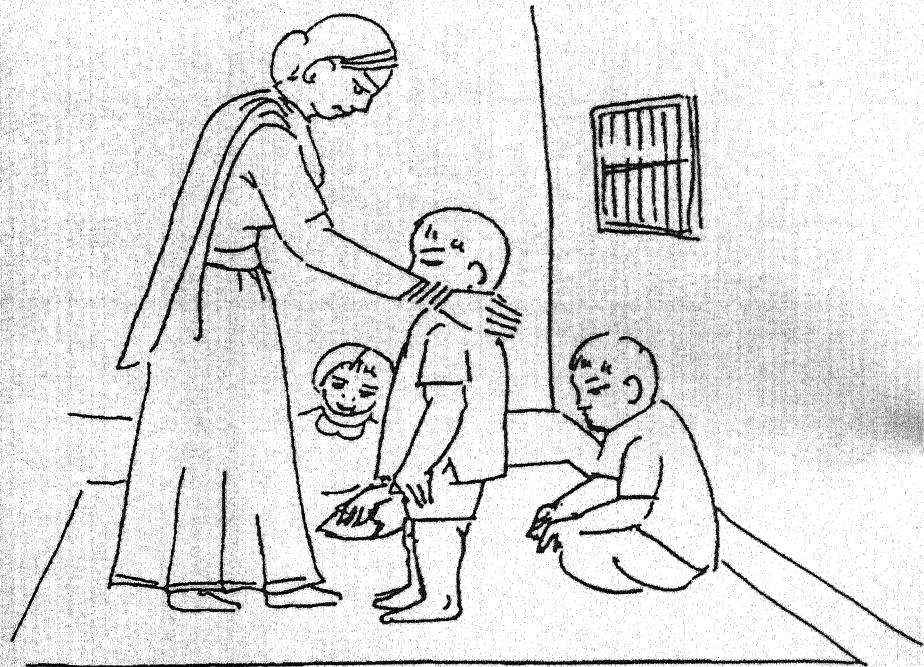
हर समय नाखुन काटना ।



हर समय नाक में अँगूली डालना ।

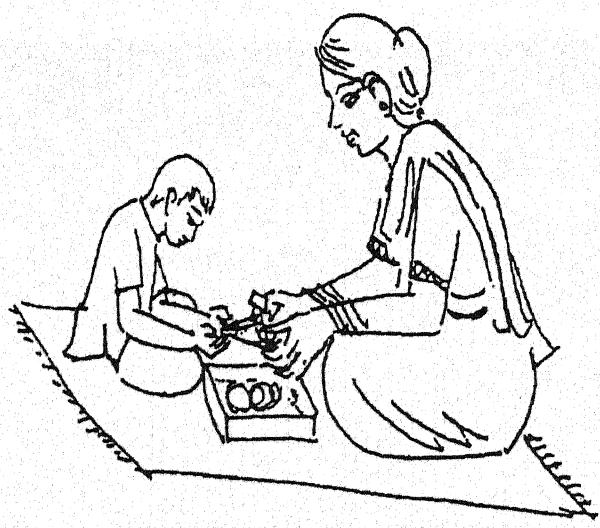


हर समय अँगूठा चूसना ।



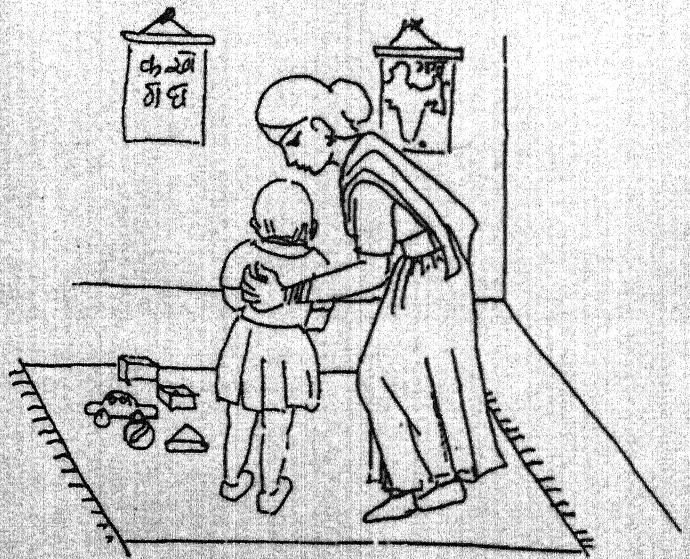
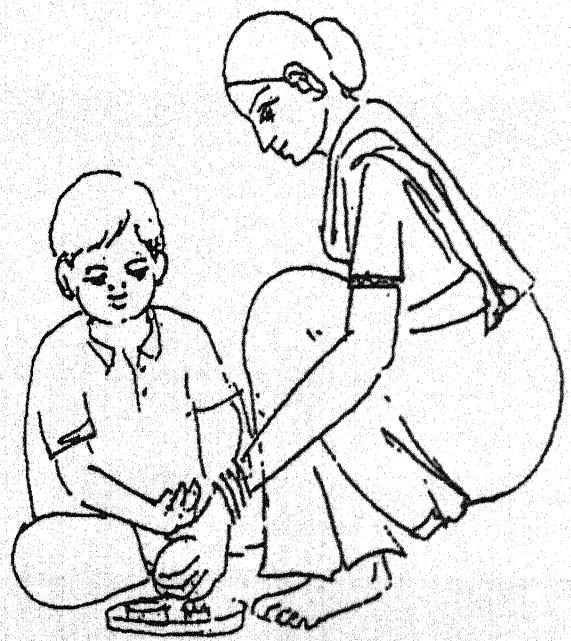
समाधानः

- बच्चे को प्यार से समझाएँ।
- दूसरों के सामने टोक कर शर्मिदा न करें।



समाधानः

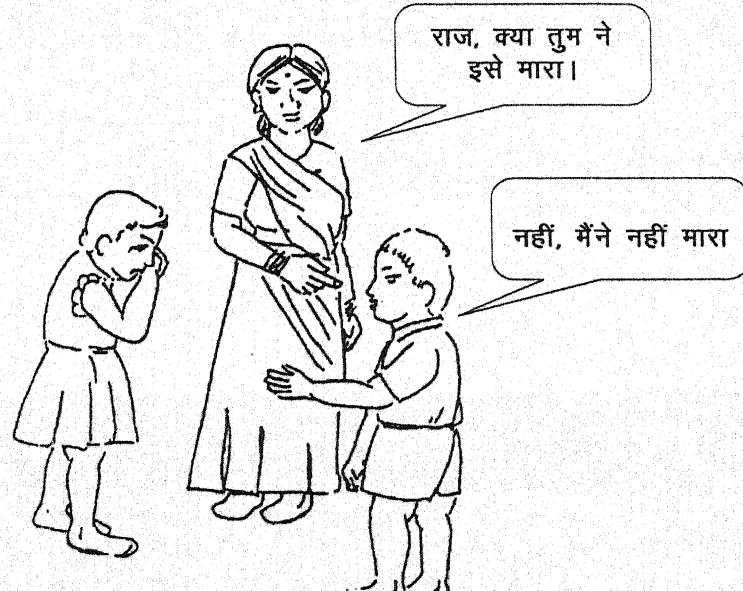
बच्चे का ध्यान उन क्रियाओं में लगायें जिसमें,
हाथ व्यस्त रहें।



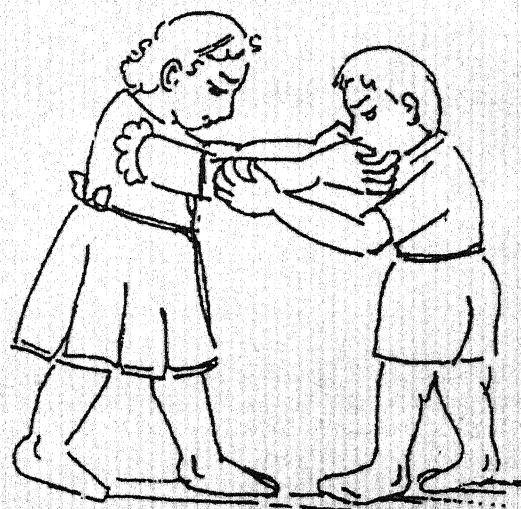
समाधानः

- बच्चे को भावनात्मक सुरक्षा दें।
- मूलभूत आवश्यकताओं को पूरा करें।

समस्या : झूठ बोलना



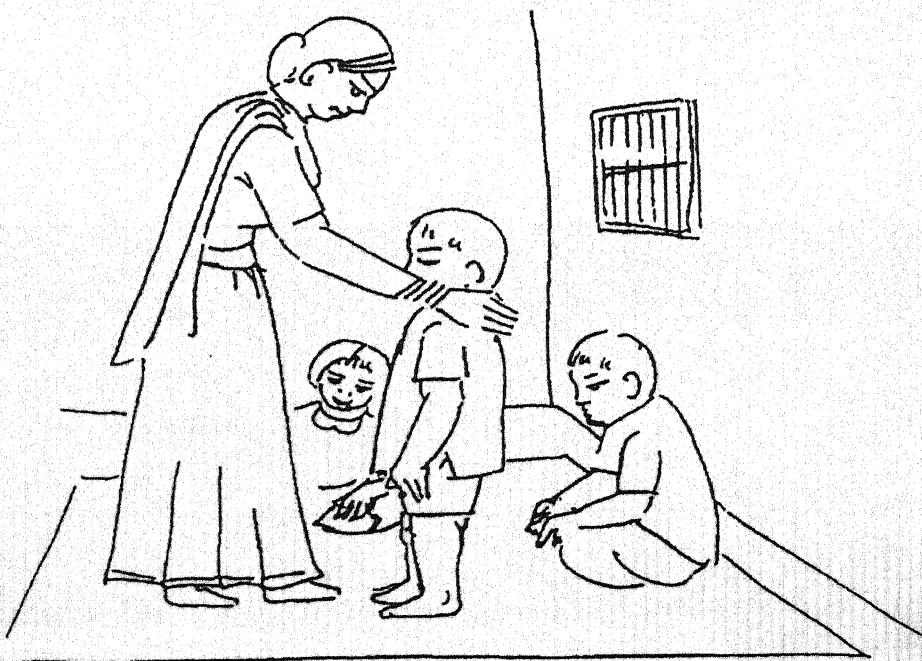
सजा से डरते हुये बच्चे का झूठ बोलना।



दो बच्चे लड़ते हुये।

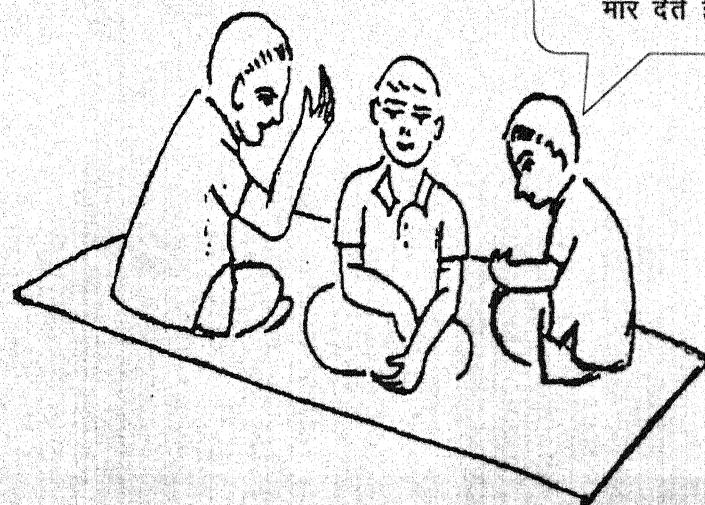


— बच्चे कुछ बातों को बढ़ा-चढ़ा कर बताते हैं।



समाधान :

- बच्चे को प्यार से समझाएं।
- दूसरों के सामने टोक कर शर्मिदा न करें।



पता है भूत सब को मार देते हैं।



नहीं, बेटा ऐसा नहीं कहते भूत-बूत कुछ नहीं होते।

समाधान :

- बच्चे को सच्चाई बतायें।
- सच्चाई और कल्पना में अन्तर करने में सहायता करें।



समाधान :

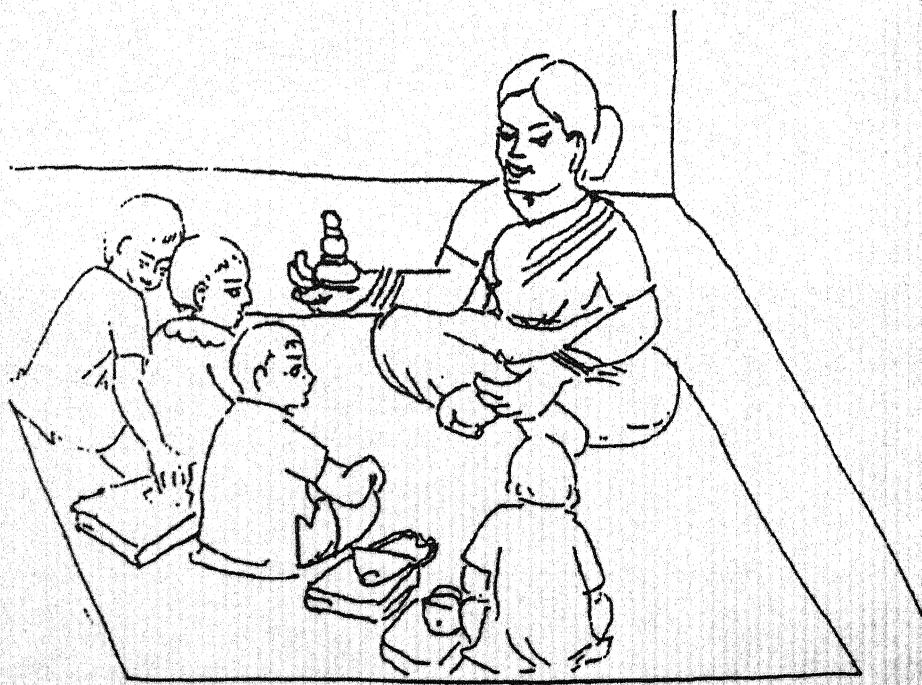
- बच्चे को नैतिक मूल्यों पर शिक्षा दें।
- नैतिक मूल्यों को अपनाने के लिये प्रोत्साहित करें।



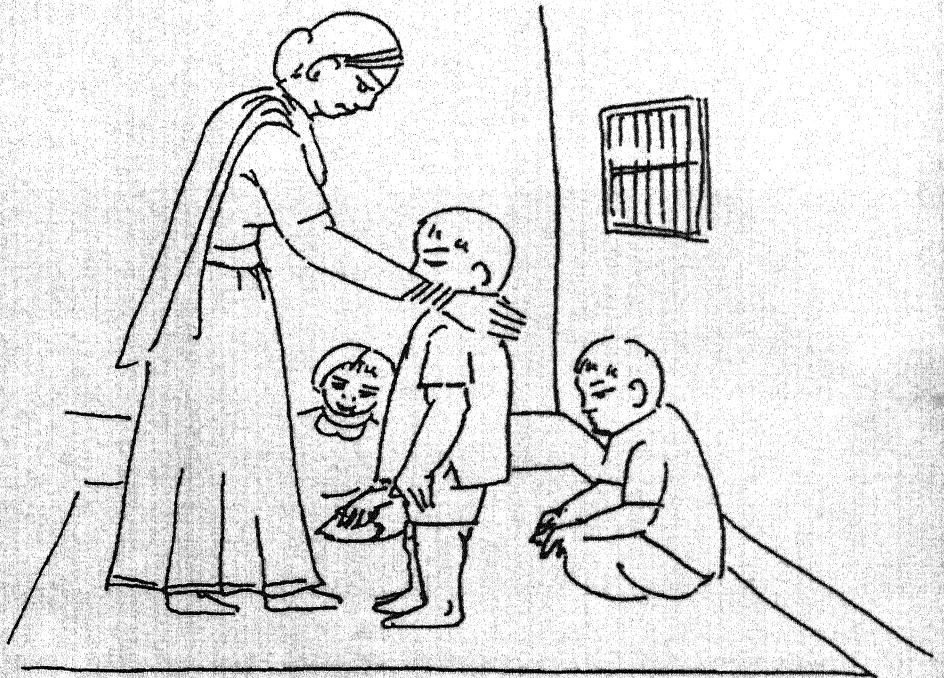
समाधान :

- बच्चे को नैतिक मूल्यों पर शिक्षा देने के लिये
माता-पिता को प्रोत्साहित करें।

समस्या : दूसरे बच्चों की चीजें उठाना ।



- बच्चे में अज्ञानता वश चोरी की आदत होना ।
- बच्चे का चीजें उठा कर छिपा लेना ।
- बच्चे का वह चीजें उठाना जो उस के पास नहीं हैं ।
- बच्चे का जानबूझ कर चीजें उठाना ।



समाधान :

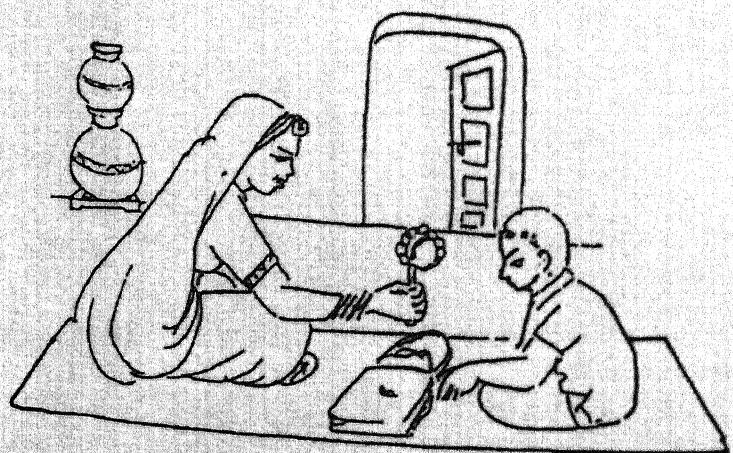
- बच्चे को प्यार से समझाएं।
- दूसरों के सामने टोककर शर्मिन्दा न करें।



समाधान :

- बच्चे के साथ दया भाव और समझदारी से व्यवहार करें।
- ध्यान रचनात्मक दिशा की ओर लगायें।
- बच्चे के सामने एक आदर्श के रूप में स्वयं को प्रस्तुत करें।

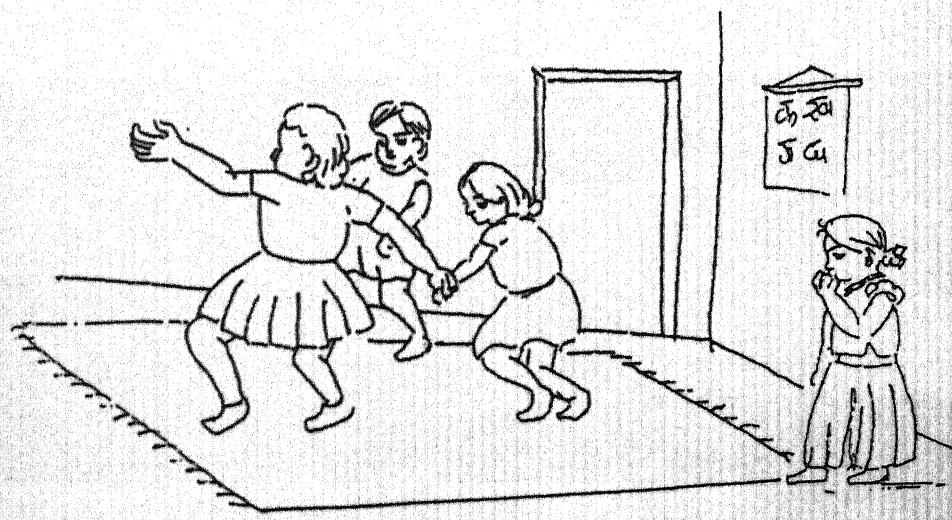
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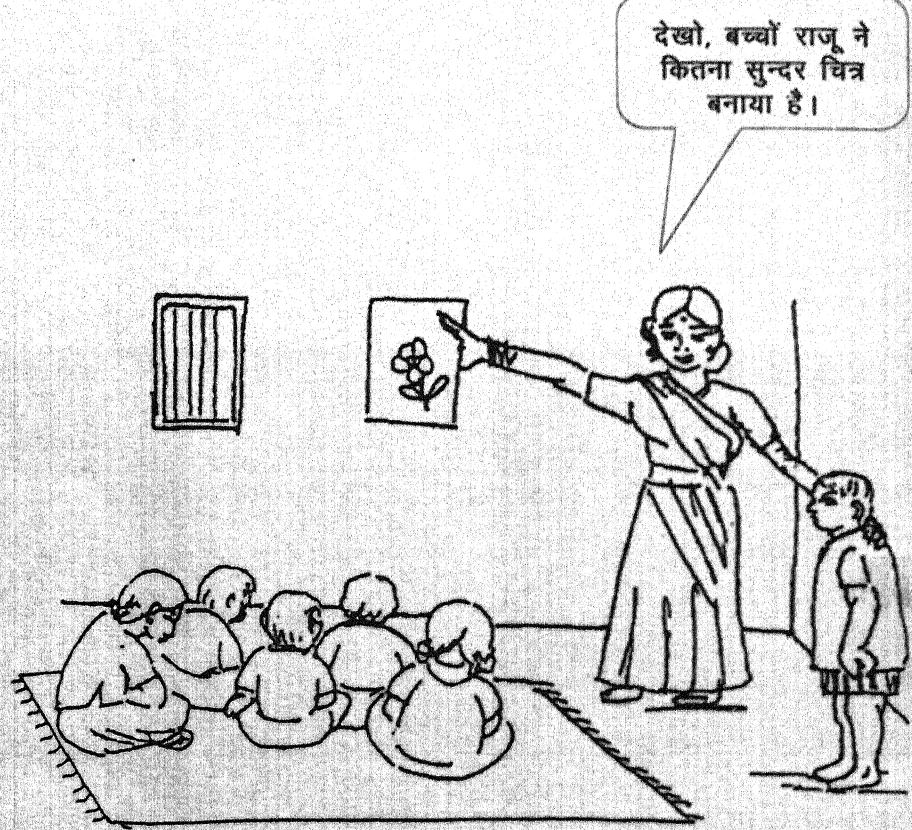
समाधान :

- बच्चे की वास्तविक आवश्यकताओं को पूरा करने के लिए माता-पिता को प्रेरित करें।
- माता-पिता को समझाएं कि यदि बच्चा किसी की चीज लाता है तो उसे दूसरे की चीज तुरन्त वापिस करने को कहें।

समस्या : बच्चे की अलगाव की प्रवृत्ति

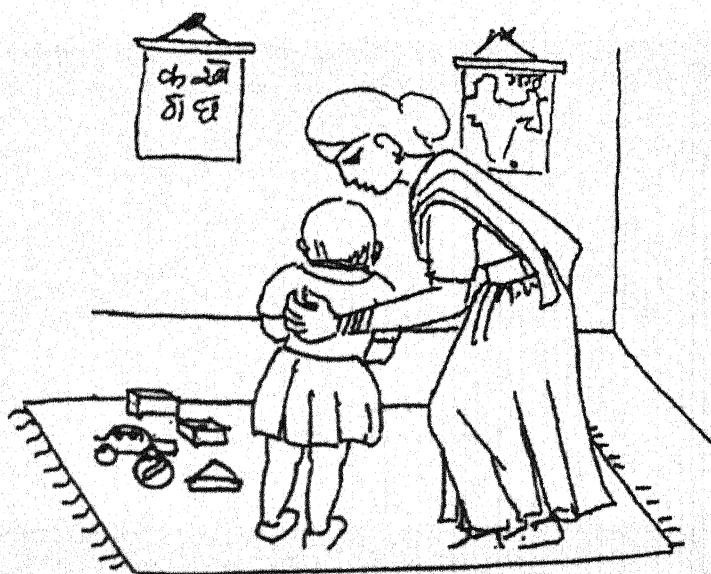


- अलग रहने वाले बच्चों के मित्र नहीं होते ।
- वे या तो समूह से हट जाते हैं या समूह उन्हे अस्वीकार कर देता है ।



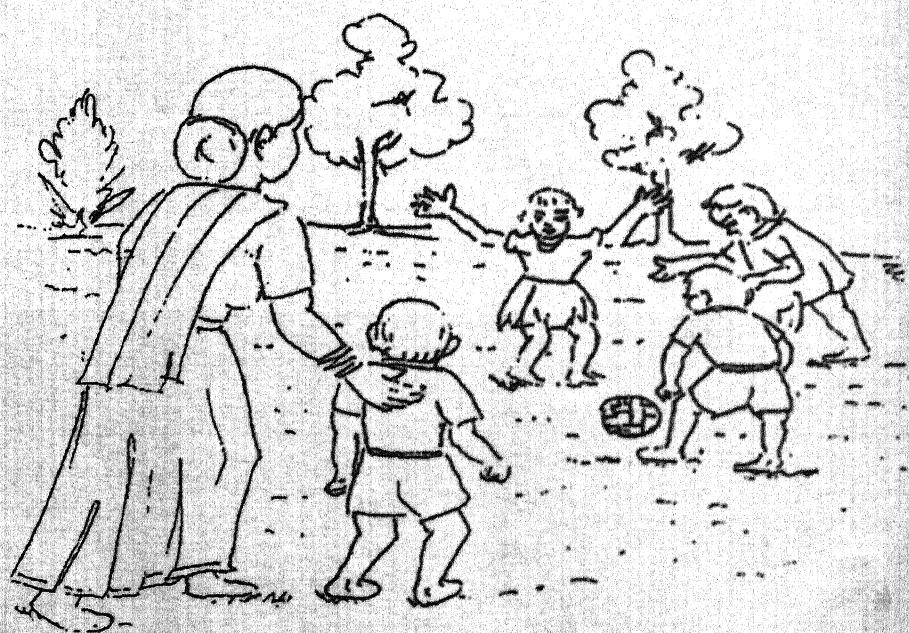
समाधान :

- बच्चे की खूबियों को पहचाने।
- उसका आत्मविश्वास बढ़ाने के लिये उसे दूसरों के सामने जागृत करें।



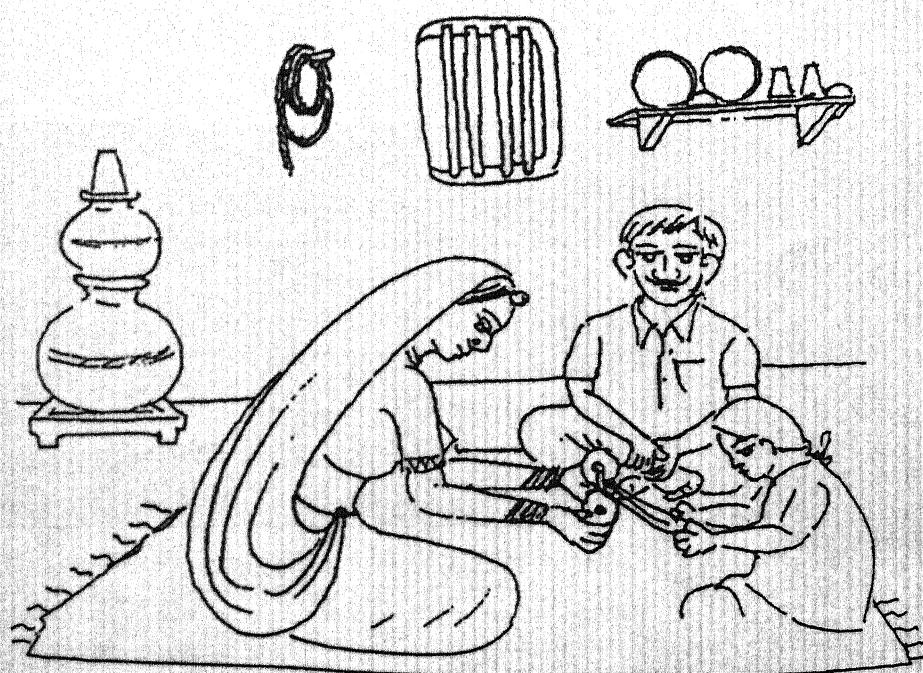
समाधान :

- बच्चे को भावनात्मक सुरक्षा दें।
- उसे विभिन्न गतिविधियों में आगे आने के लिये प्रोत्साहित करें।



समाधान :

- अधिकतर सामूहिक क्रियाएं करवायें।
- बच्चे को भाग लेने के लिये प्रेरित करें।



समाधान :

माता-पिता को भी प्रोत्साहित करें कि वे भी बच्चे के खेल और अन्य गतिविधियों में भाग लें।

समस्या : शौचादि सम्बन्धी दूर्घटनाएं

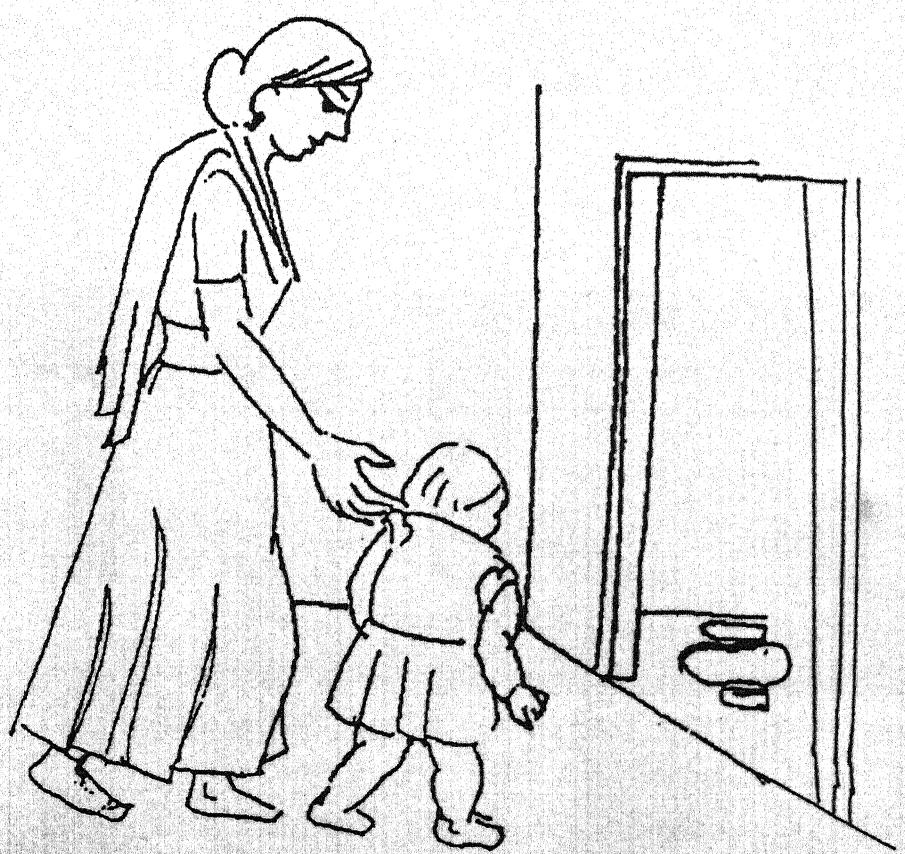


- बच्चा दिन में कपड़े गीले और गन्दे करता है।
- उसका मलमूत्र त्यागने पर नियंत्रण नहीं होता है।



समाधान :

कपड़े गन्दे या गीले करने पर बच्चे को प्यार से समझाए ।



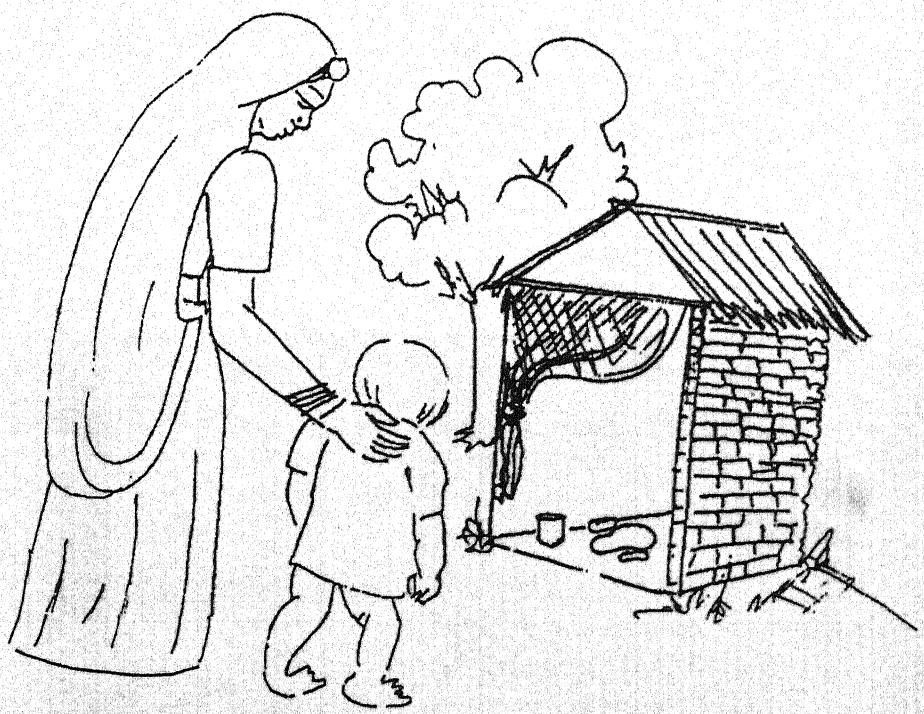
समाधान :

- बच्चे पर नियमित रूप से ध्यान रखें।
- शौच जाने की आदत विकसित करें।



समाधान :

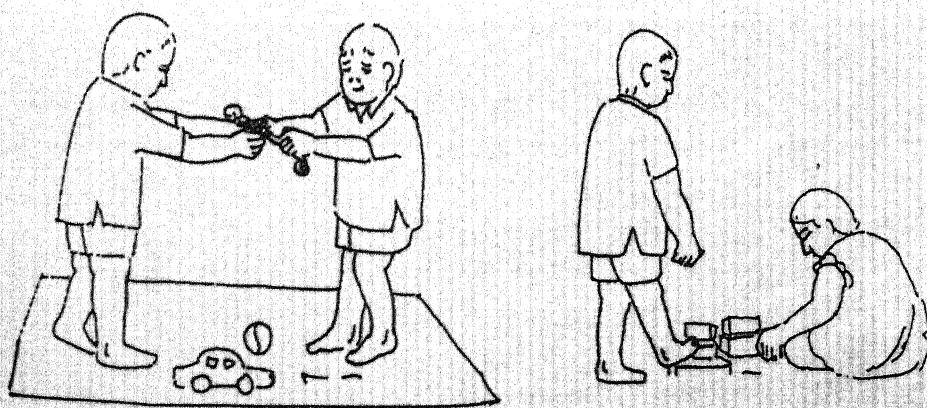
बच्चे को शौचादि सम्बन्धी आदतों में आत्म निर्मर बनायें।



समाधान :

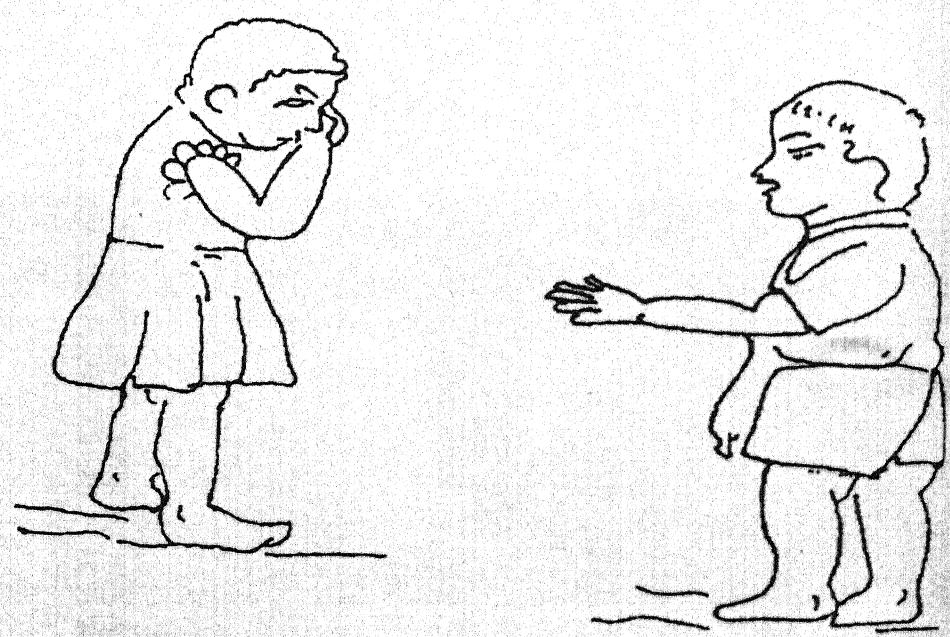
बच्चे में अच्छे शौच सम्बन्धी व्यवहार को विकसित करने के लिये माता-पिता को भी प्रेरित करें।

समस्या : दूसरो से दुर्व्यवहार करना

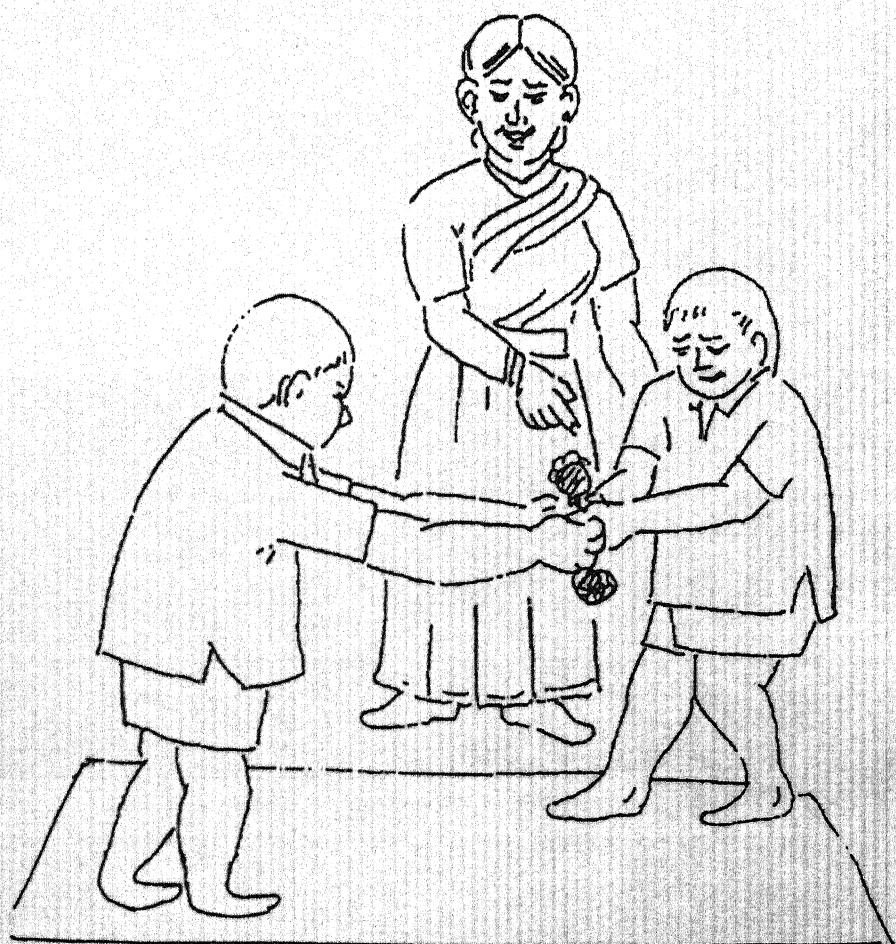


चीजें छीनना और बिना
पूछे चीजें लेना।

काम न करने देना
और जोर-जोर
से आवाजे निकालना।

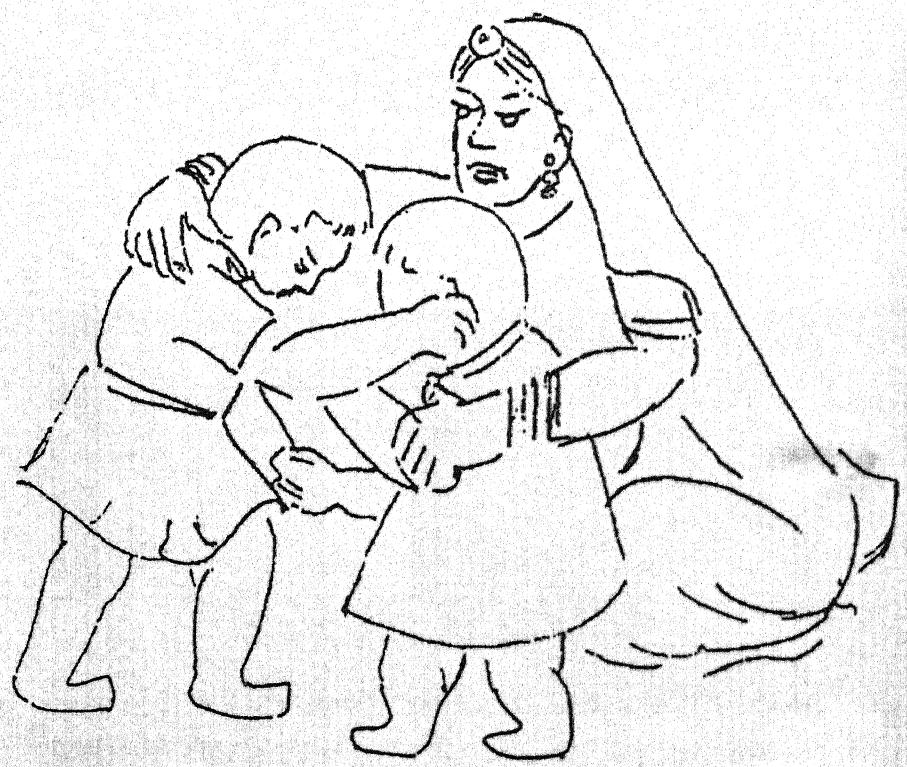


गाली—गलोच वाली भाषा का प्रयोग करना।



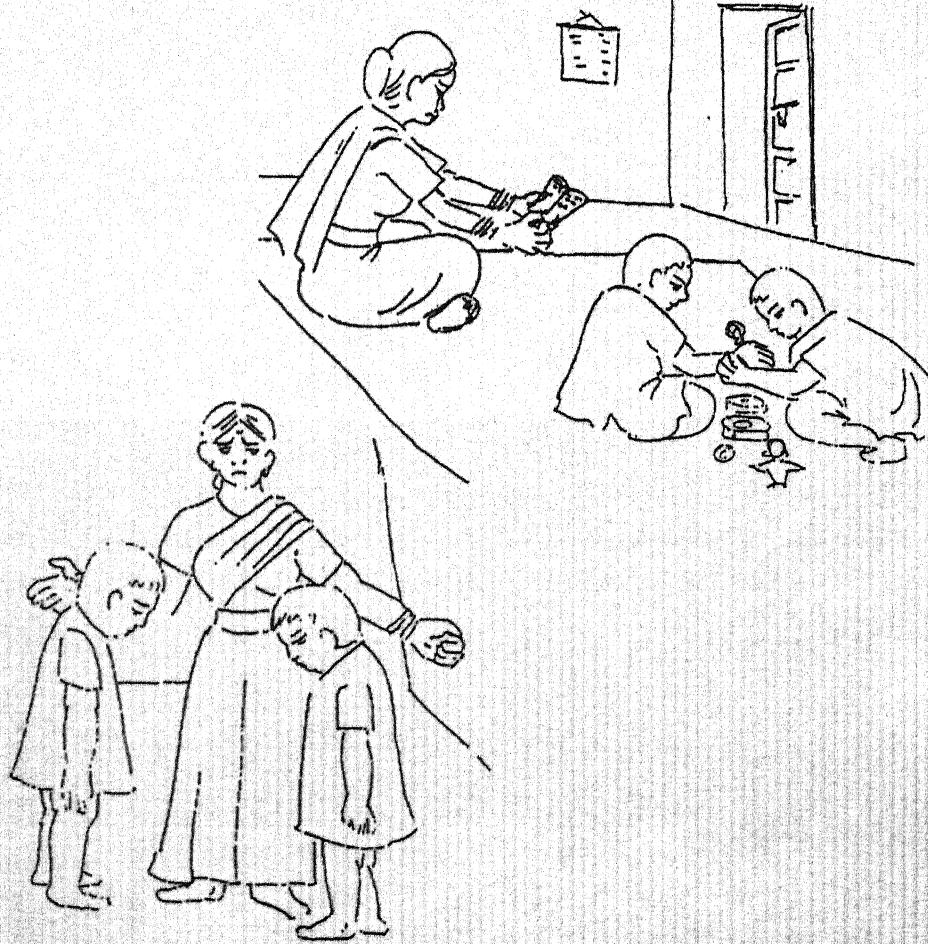
समाधान :

बच्चे का दुर्व्यवहार देख कर उसे ऐसा करने से रोकें।



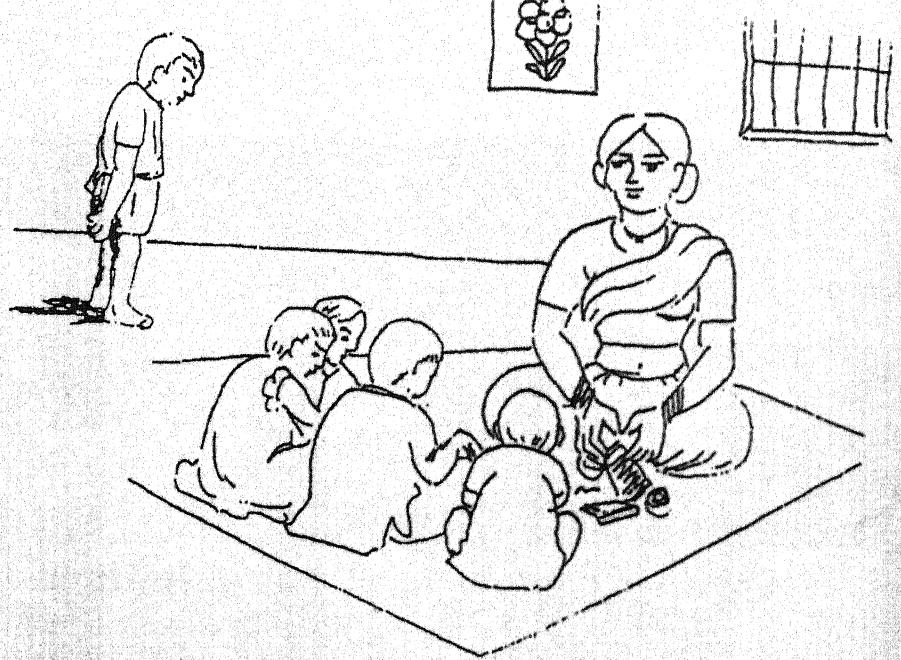
समाधान :

उसे प्यार से समझाएं कि ऐसा दुर्व्यवहार अच्छा नहीं है।



समाधान :

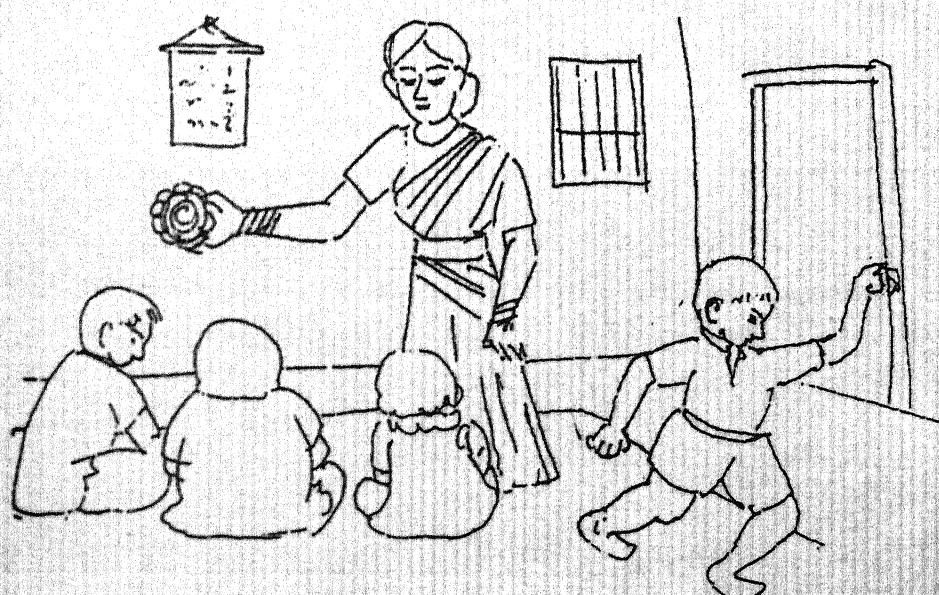
- बच्चे के दुर्व्यवहार पर कभी डाँटना और कभी ध्यान न देना दोनों ही गल्त है।
- स्थिरता का व्यवहार रखें।
- बच्चे के सामने एक आदर्श के रूप में स्वयं को प्रस्तुत करें।



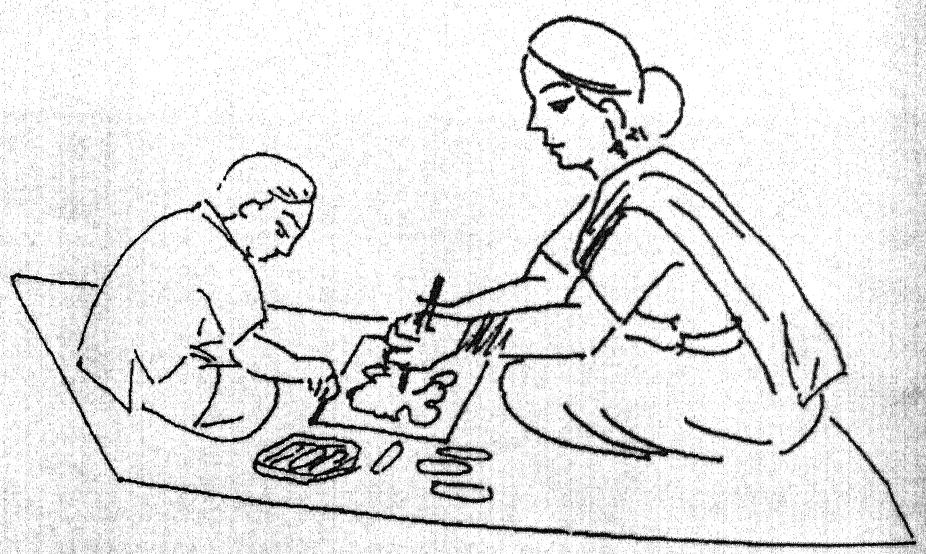
समाधान :

बच्चे को कुछ समय तक प्यार, स्नेह और अन्य सुविधाओं से वंचित कर सजा दें।

समस्या : अधिक उछल कूद का व्यवहार करना



- बच्चे का अत्यधिक प्रबल होना।
- बच्चे को निश्चित समय तक एक जगह बैठकर काम न करना।



समाधान :

- बच्चे की अधिकतम शक्ति को दिशा देना ।
- एक ही क्रिया में ध्यान की अवधि को विकसति करना ।

समस्या : बच्चे का कम बोलना



बच्चा स्कूल में अन्य बच्चों और अध्यापक से कम बोलता है।



समाधान :

- बच्चे को भावनात्मक सुरक्षा दें।
- कविता आदि सुनाने पर उसकी तारीफ करें।



समाधान :

बच्चे को अधिकतर बोलचाल वाली क्रियाओं में शामिल करें जैसे— कविता, कहानी आदि सुनाना ।

चलो आज मैं तुम्हे कविता
सिखाती हूँ तुम मेरे पीछे बोलना।



समाधान :

माता-पिता को प्रोत्साहित करे कि वह भी बच्चे की बोलचाल की क्रियाओं में भाग लें।

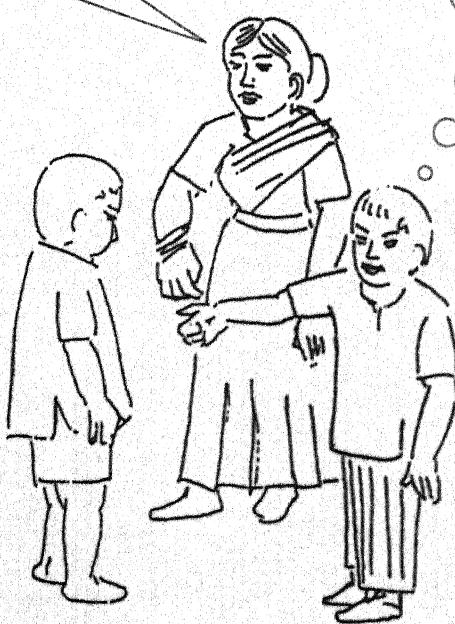
समस्या : वाणी में विकार



- बच्चों का शब्दों को दोहराना।
- शब्दों को अस्पष्ट ढंग से बोलना।
- बोलते-बोलते अटकना।

नहीं, राजू ऐसा नहीं कहते।

तू हकलू है।

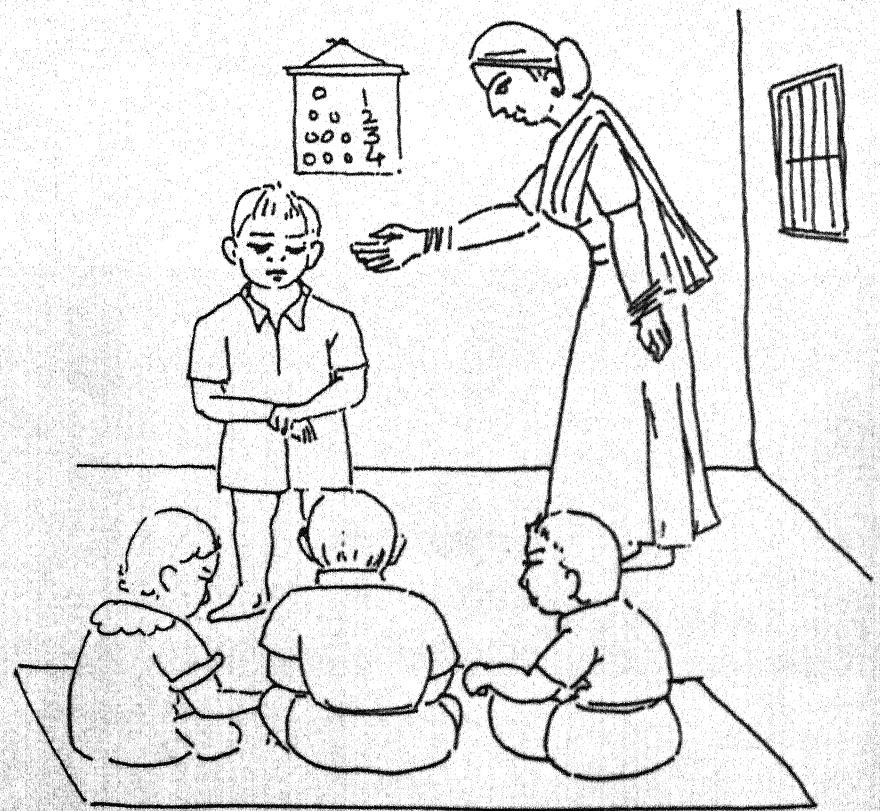


समाधान :
बच्चे की भाषा पर हँसे नहीं।



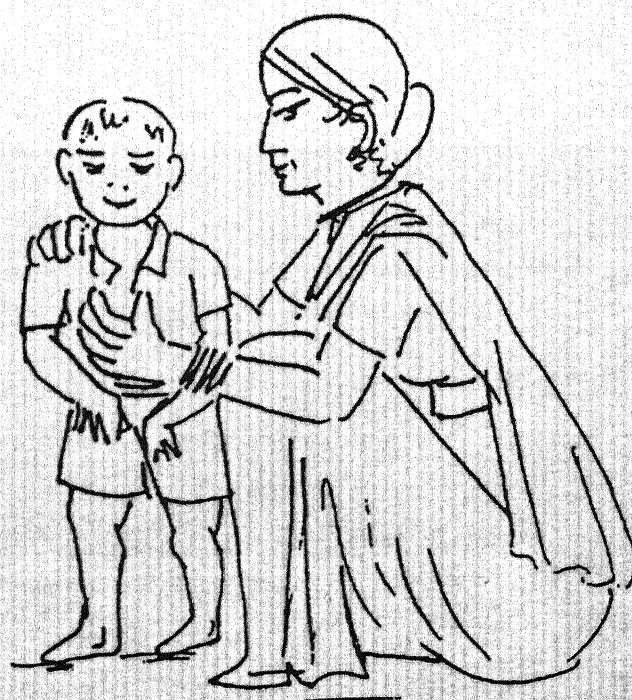
समाधान :

जब बच्चा हकलाता है तो हकलाना शब्द का प्रयोग न करें।



समाधान :

बच्चे को दूसरों के सामने बोलने के लिये मज़बूर न करें।



समाधान :

बच्चे को भावनात्मक सुरक्षा दे। ऐसी स्थितियों का पता लगायें जिनमें बच्चा ज्यादा हकलाता है।



समाधान :

जो बच्चे गम्भीर रूप से हकलाते हैं, उसके माता-पिता को उसे डाक्टर को दिखाने को कहें।

भोजन सम्बन्धी
समस्याये व
समाधान

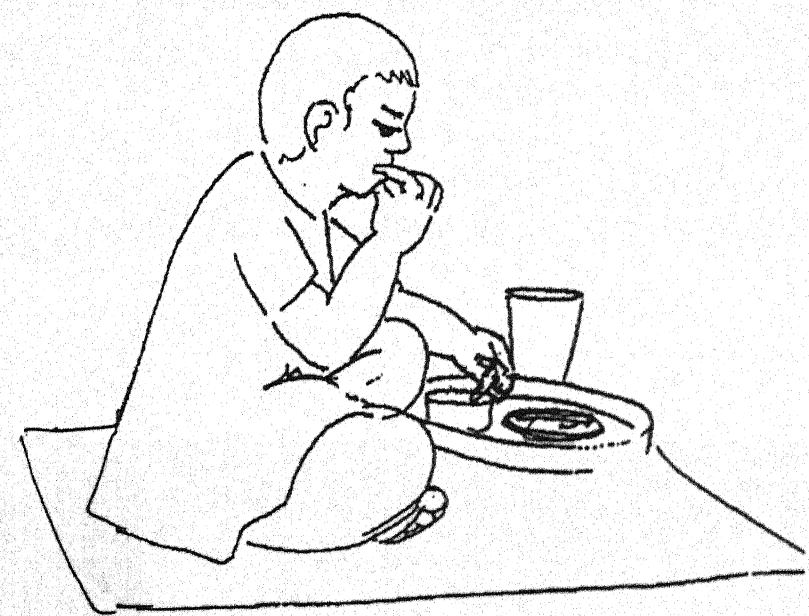
समस्या : भोजन सम्बन्धी अवांछित आदतें



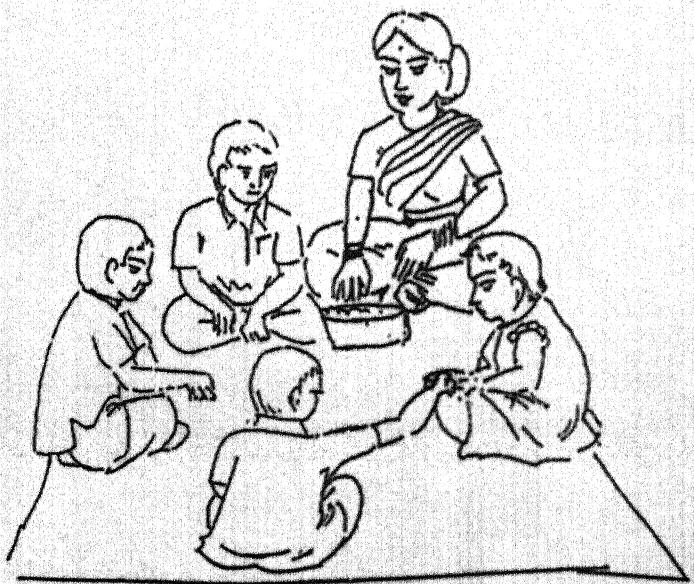
खाने के बर्तन को ढंग से न पकड़ना।



खाते समय अधिकतर खाना गिराना।



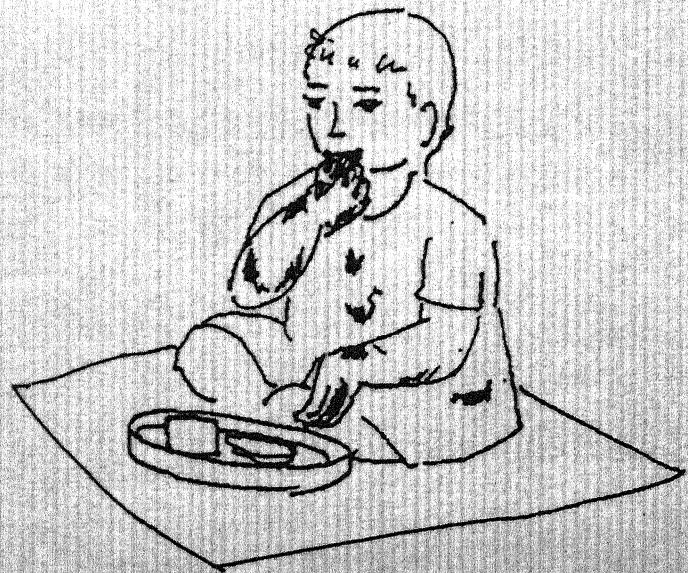
खाते समय अंगुलियाँ चाटना।



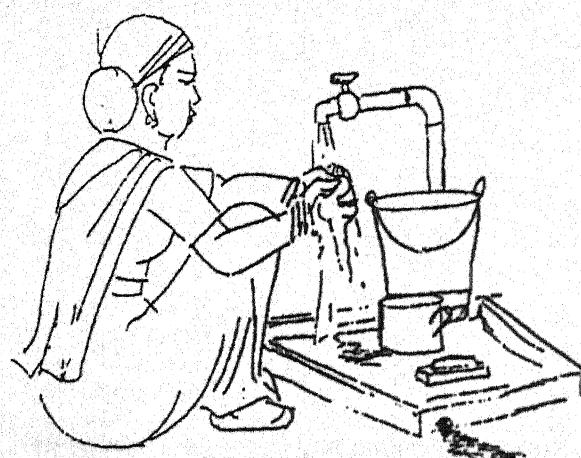
भोजन माँग कर नहीं बल्कि झापट कर लेना।



खाते समय खेलना।



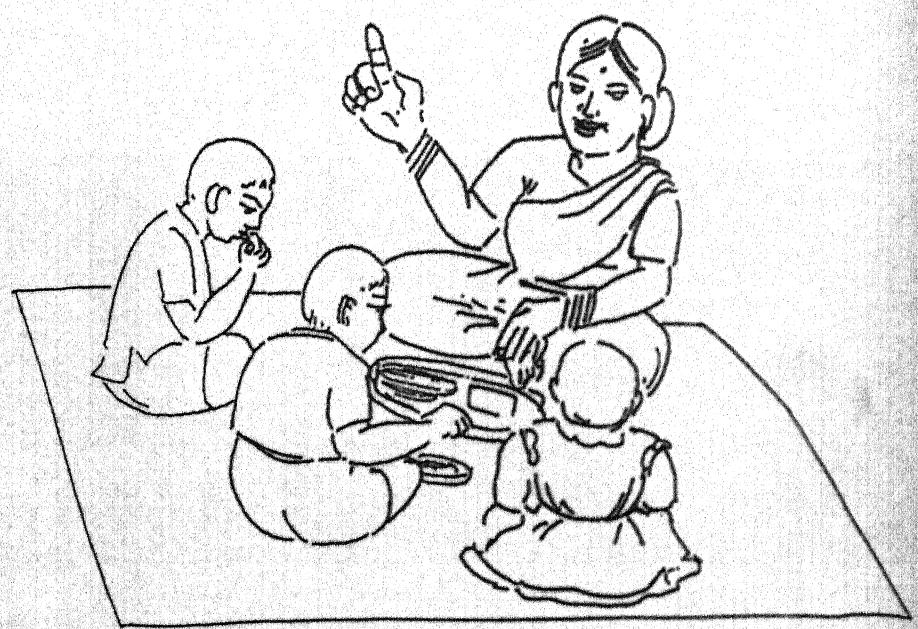
गन्दे हाथों से भोजन करना।



समाधान :
एक अच्छे आदर्श बनें।

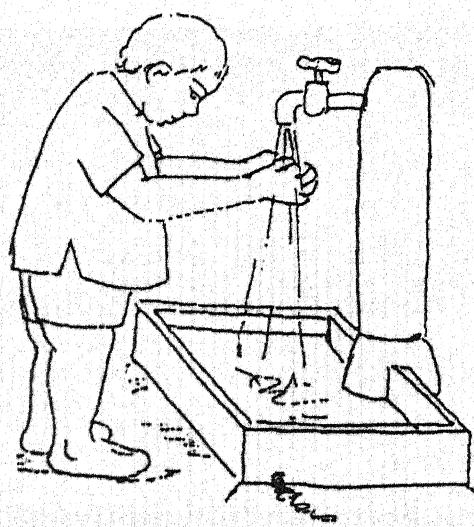


समाधान :
खाना खाने के लिये बच्चे को पूरा समय दें।



समाधान :

- खाना खाते समय बच्चों के साथ बैठें।
- उन्हे भोजन सम्बन्धी आदतें सिखायें।



समाधान :

बच्चे को खाना खाने से पहले और बाद में हाथ धाने की आदत डालें।



समाधान :

बच्चे में भोजन सम्बन्धी अच्छी आदतें डालने के लिये
माता-पिता को भो प्रोत्साहित करें।

समस्या : खाने में अरुचि दिखाना



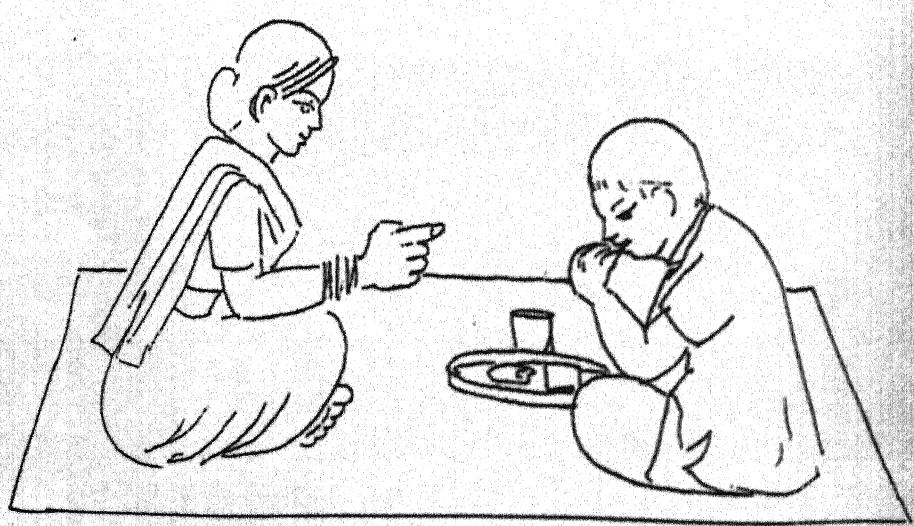
- बच्चे का स्वयं खाना नहीं खाना व दूसरों पर निर्भर करना ।
- बच्चे का खाना खाते समय ध्यान विचलित होना ।
- बच्चे का खाते समय खाना फेंकना ।
- बच्चे को कोई तर्क देने पर भी खाना नहीं खाना ।



समाधान :
बच्चे को खाने के लिये मज़बूर न करें।



समाधान :
खाना खत्म करने पर बच्चे को शाबाशी दें।

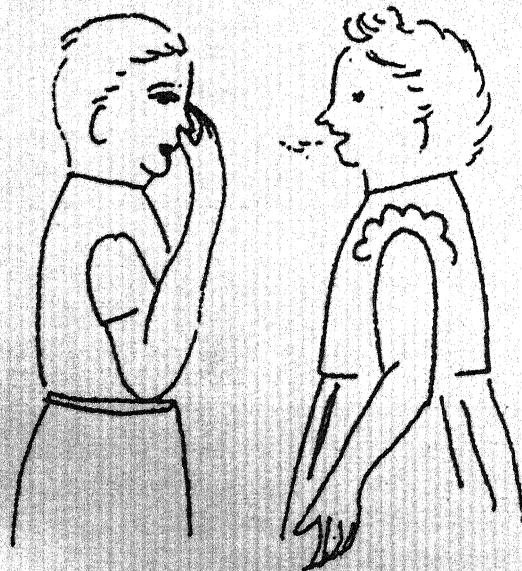


समाधान :

बच्चे को आत्मनिर्भर बनाने के लिये उसे स्वयं खाना खाने दें।

व्यक्तिगत स्वच्छता
सम्बन्धी समस्याये
व समाधान

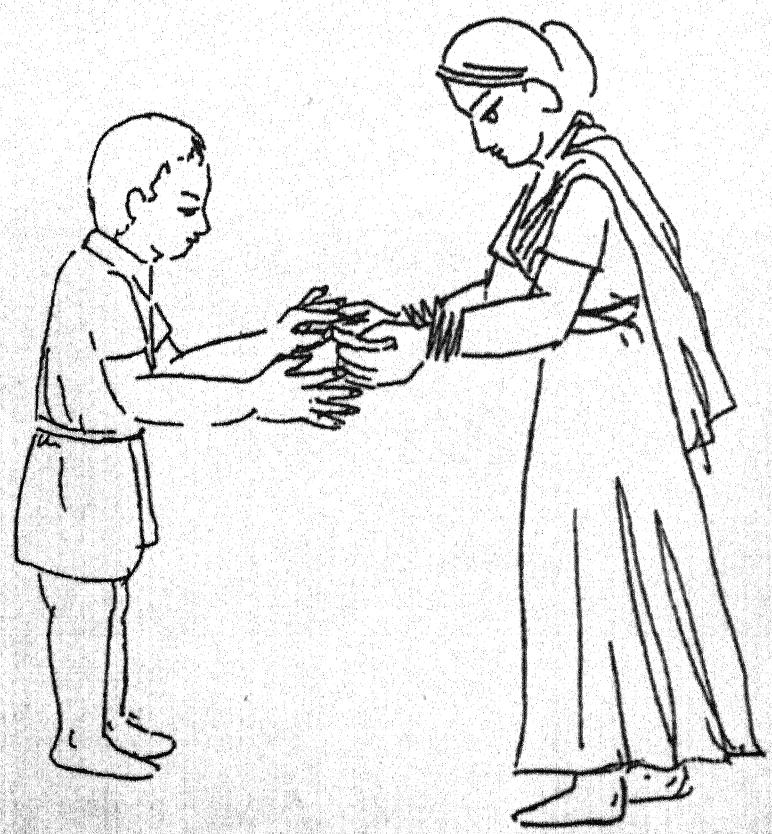
समस्या : अवांछित व्यक्तिगत स्वच्छता



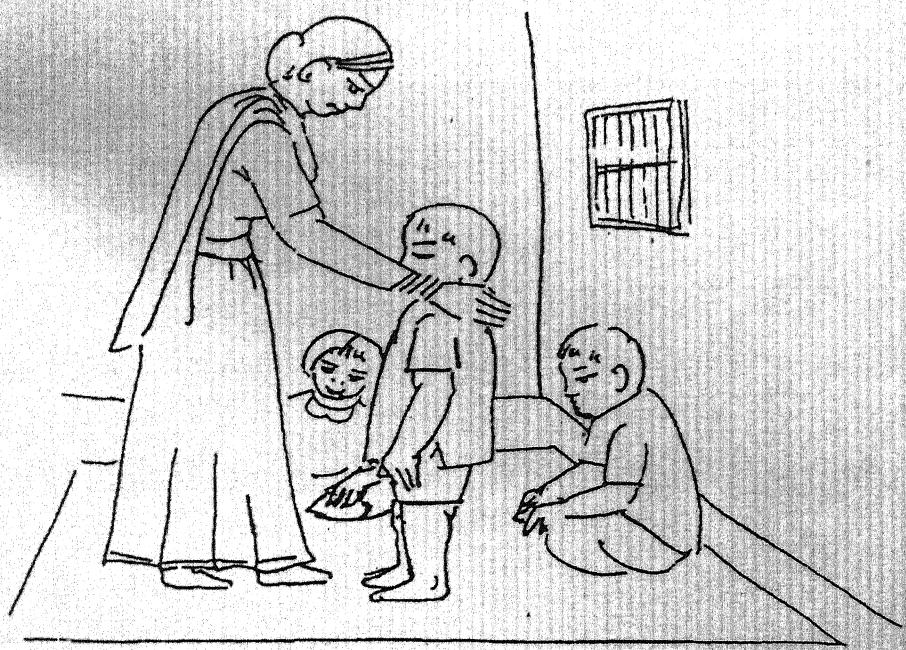
मूँह से बदबू आना।



बच्चे का गन्दा दिखना।



समाधान :
प्रत्येक बच्चे की व्यक्तिगत स्वच्छता का निरीक्षण करना ।



समाधान :

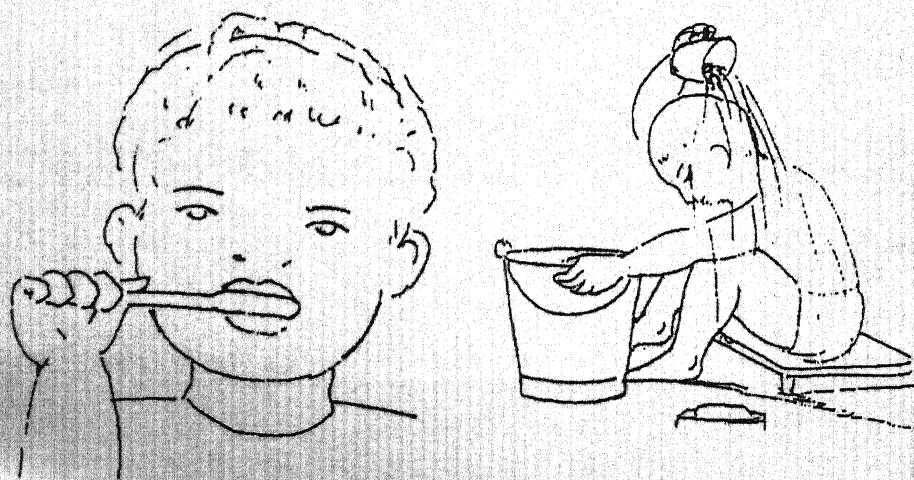
- बच्चे को प्यार से समझाएँ।
- दूसरों के सामने टोककर शर्मिन्दा न करें।

कल जो साफ-सुथरा बनकर
आयेगा उसे इनाम मिलेगा ।



समाधान :

महीने में एक बार स्वच्छता सम्बन्धी प्रतियोगिता रखें ।



हमें रोज सवेरे उठकर
नहाना चाहिये ।



समाधान :

बच्चे को स्वच्छता सम्बन्धी महत्व कविताओं और
कहानियों द्वारा समझायें ।



समाधान :

माता-पिता को बच्चे की व्यक्तिगत स्वच्छता के बारे में अवगत करायें।

